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ABSTRACT

This document is comprised of the 12 monthly issues of a newsletter providing support and information for providers of child care for school-age children. The featured articles for each month are: (1) "Reflections on the School-Age Field" (September); (2) "Tips for Effective Service-Learning Projects in Out-of-School Time Programs" (October); (3) "Play Work and School-Age Care in Europe" (November); (4) "A School-Age Mentoring Program" (December); (5) "National Developmental Outcomes Explored" (January); (6) "Plan for Summer Now: Reap Marketing Rewards Later" (February); (7) "A Beginner's Guide to Evaluation and Outcomes" (March); (8) "Good Termination Policies: A Plus for Kids, Programs, and Families" (April); (9) "Between Play and Academics in After-School Programs" (May); (10) "Planning Youth Programs: Democracy as a Design for 10-15 Year-Olds" (June); (11) "Making the MOST out of 3-Days" (July); and (12) "Buffalo YWCA Offers Something 'Special'" (August). Regular features in the newsletter include activity suggestions, information on conferences and resources, and editorials. (KB)

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School-Age NOTES Newsletter, 1999-2000.

Richard T. Scofield, Editor

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Volume XX #1 The Newsletter for School-Age Care Professionals September 1999

School-Age NOTES

ISSN0278-3126 © 1999 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Reflections on the School-Age Field

Where We've Been, Where We're Going

by Michelle Seligson

Michelle Seligson meets President Clinton at the White House Conference on Child Care, October 23, 1997.

An Introduction

A Note from Editor Rich Scofield:

Michelle "Mickey" Seligson's departure from the National Institute on Out-of-School Time (NIOST) invites reflection on her role in the development of our professional field of school-age care. Mickey has either been at the lead or behind the scenes or consulted on every major development in school-age care in the past 20 years. If there is one person responsible for where the professional field is today, it would be Mickey Seligson. Without exaggeration it can be said the school-age care field might not even be recognized today as a distinct discipline without her efforts and without her founding of the School-Age Child Care Project (SACC Project) later to become NIOST. Not that she did it single-handedly, but rather that she had the vision and leadership to push the field forward.

I remember 16 years ago in 1983 a conversation with Mickey on a snow covered driveway on the Wellesley Campus. Ironically, we both commented that if we stopped right then and left the field we could feel proud of our accomplishments. For Mickey that was five years of school-age research and writing, but before her advocacy for the federal dollars that became the Dependent Care Block Grant which helped start thousands of school-age programs and aided in training tens of thousands of school-age providers. It was before the development of a national organization, NSACA. It was before ASQ Assessing Quality School-Age Child Care, the predecessor to today's NSACA Quality Standards. It was before the $6.5 million M.O.S.T. initiative. And it was before the current $200 million 21st Century Learning Centers program that President Clinton personally pushed for. Those are just some of the field's milestones that might be missing or delayed if Mickey had walked away from the SAC field on that day in 1983.

Many members of the National School-Age Care Alliance (NSACA) do not know that the genesis for the organization can be traced to a conversation at a lunch table at the national early childhood conference (NAEYC) in San Francisco in 1980. It was there that Mickey and several other school-age people picked up on the suggestion of having a school-age "caucus" at the next conference. It was Mickey's direct help

(Continued on page 2)

INSIDE

On-Site Insights 2
Program Profile 3
October Activities 4-5
Relationships Study. 6
New Explore CEO 7

NSACA 2000

Pittsburgh Offers Much to See & Do

The National School-Age Care Alliance (NSACA) celebrates its 12th Annual Conference April 14-15, 2000 in Pittsburgh, PA. The preconference Professional Leadership Day and Tours will be on Thursday April 13th. The conference takes place at the Pittsburgh Convention Center right downtown and in the connecting Doubletree Hotel.

Pittsburgh gave up its smoke-stack image almost 30 years ago. Today it is a vibrant, beautiful city known for the friendly, helpful nature of its residents.

The city sits at the point of the confluence of three rivers (one is underground) that form the Ohio River. Thus, one of the must-do activities is to take one of the two incline railways up Mt. Washington across the river from downtown. There are a string of restaurants at the top. On a recent visit, the editor of *SAN* took the Duquesne Incline to the top and ate next door at the Georgetown Inn for an elaborate meal and great view of the city as the sun was setting. Both daytime and nighttime panoramic views of the city are spectacular. Down at the base of Mt. Washington just across from downtown is Station Square, originally the old railroad station and warehouse that now feature shops and restaurants.

(Continued on page 7)

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On-Site Insights

by Jennifer Glazier & Cara Gordon

Ready or Not... Here It Comes

For most of us in the school-age child care field, the time to make New Year's Resolutions is in September, not January. This is the year (a new millennium!) to go out on a limb and try something new or improve upon something old. Don't stay in the *"This is the way we've always done it"* rut. The time is now...

This year I resolve to...

- **work from one calendar or lesson plan book.** Program Director's might consider purchasing plan books for each staff member. During staff orientation, plug in your regularly scheduled meetings, activity rotations, holidays and days off (we do get days off, right?), and all those pesky details that get pushed aside when things get hectic. Make it a rule to have everyone bring their plan books to each staff meeting.
- **refuse to play the same active game day after day.** It is often a challenge to get the children to try a game other than their favorite. Our solution was to create a game to choose the game. On each side of a square box, write the name of a different active game — some new, some old — we even included a side that read "teacher's choice." When the children are ready to play, toss the cube like dice and let fate take it's course.
- **finally get business cards.** Every staff member, from the Executive Director to the part-time volunteer should have access to program business cards. They could be personalized with names and titles or simply have the program's name, address, and phone number. These are handy when you are on a mission to collect "freebies" from local businesses, networking with other programs, and for keeping in touch with people you meet at conferences and training workshops.

Our final resolution is to recognize that ***change can be good.*** What needs to be changed in your program? It's 1999 already, if you don't change it now, when will you?

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit @webtv.net.*

Reflections...

(Continued from front page)

and also support through the SACC Project to promote school-age "preconference days" and "interest meetings" at NAEYC that led to the founding of NSACA seven years later in 1987. Mickey was one of the founding members and served on the Board of Directors for several years and then continued as an advisor for even more years. She and the SACC Project continued to support NSACA's progress including donating their work on quality standards and lending space when the pilot project for the standards and accreditation got funded in 1995. The following are her reflections.

Reflections

Leaving the organization you founded after 21 years is not an easy transition to make. Yet, as of July 1, I have stepped down from my role as Executive Director of the National Institute on Out-of-School Time (NIOST). This is a post I've held for 21 years after founding the organization—originally called the School-Age Child Care Project—in 1978 with my partner, Jim Levine.

Fortunately, I'll be working on a new endeavor that keeps me in the after-school field, and I only had to move down the road to the Center for Research on Women, where the School-Age Child Care Project was originally hatched! Our new project, "Building Relational Practices in Out-of-School Environments," is a three year curriculum development project aimed at strengthening adults' ability to develop "relational aptitude" in their work with the children and youth in their care. (See p.6)

As I leave one role and take up another, here are a few thoughts from my experience in helping to build our field over the last 20 years, and some of the issues I think we'll be facing during the next 20!

Parents

It was because of my interaction with parents that I got the idea to start the School-Age Child Care Project. There were notes from mothers, written in pencil, including maps showing how many rough streets their kids had to cross coming home from school in the afternoon. There were calls from young couples just moving into town trying to find an after-school program with openings and the school principals and school board members who wanted to do something for the parents, but didn't know where to start. There were so many calls and letters over the year, so many issues to deal with.

We learned a lot from parents, and we also learned from policy makers and program providers as they navigated the choppy seas of local and state bureaucracies trying to get zoning variances, tax-exempt status, and public funding for low-income kids. What we learned we in turn taught others and soon the School-Age Child Care Project offered research-based technical assistance, and later, training to thousands of people around the

(Continued on page 6)

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Middle School – A Whole Other World

by Beth Thornburg

Editor's Note: *To launch our new monthly feature* **Program Profiles**, *we asked Beth Thornburg, director of the AFTER-SCHOOL Program at University School in Nashville, a private school serving K-12, to tell us about their experiences with developing a program specifically for middle-school kids.*

Middle-school kids want lots of food!

No one seems to remember just when our middle school program was initiated. The AFTER-SCHOOL program itself began around 1977 with about 10 kids. By 1980, three of these children were in fourth grade and becoming disinterested in the activities of the younger children. By 1982, they were so "disruptive," that we found the strictest teacher at USN, stuck them in a room three floors away, fed them lots of food and made them do homework in a silent study hall until 4:30. Then they were "allowed" to go outside and play with the general population.

What a nightmare! It sounds like a prison doesn't it? I'm sorry to admit that it was quite a while before we figured out the very special programming needs of youth in the afternoon. In the early 80s there were only a handful of programs that had middle-school kids and even less that went all the way to eighth grade. With no child care guidelines, we looked to the philosophy of the school and realized that developmentally appropriate practice for youth was a whole new ball game.

Because our basic mission was to provide a neighborhood atmosphere, we began to reassess what the older kids wanted and realized it had very little in common with the primary school adventure.

- They wanted and needed lots of food.
- They wanted and needed lots of privacy.
- Simultaneously, they needed more supervision as they were exploring new horizons of social and physical situations.
- They wanted lots of space to be loud and active.
- They wanted and needed 'cool' adults who could relate to them in a very different way.
- They wanted real life activities that were at the same time complex enough for them, yet not too demanding after a difficult day at school.
- They wanted a variety of places to study which included, loud, public and quiet, private places.
- They wanted to be able to be allowed to just 'hang-out' with out structure or activity, while they digested the day's events.
- They wanted more food.

Having "cool" staff is important to middle-school kids.

Luckily for us, the school put on a new addition of cafeteria/gym space in 1992 and we began the great middle school adventure! Instead of reacting to behavior that wasn't cute or easily manageable, we developed a program specifically for this age group. We realized that we had a generation of children that had been raised in the lower school portion of our program and were used to our traditions and customs. As the lower school had developed their own culture, the middle-school kids began to develop a very separate program of their own, building on the experiences of their years in AFTER-SCHOOL. Middle School students that joined the school in later years were assimilated into the program by students who knew the ropes.

At about this time, we also figured out that molding this age to our concept of well-behaved school-agers was a losing battle. They are loud, messy and without much physical restraint. Successful staffing for middle-school kids requires an understanding of this level of activity and an ability to actually enjoy it! Flexibility is even more important because the whims of the early teen are a constantly evolving thing of wonder.

So, as we enter the 1999/2000 school year, this is how it stands: We have over 100 children enrolled in our middle school program – 5th-8th grades. For five years we have had at least 15 eighth graders, many of whom come five days a week. The AFTER-SCHOOL staff now works closely with the Middle School teachers on student issues and we share school facilities in the afternoon by opening the school library, computer rooms and other common areas.

A few years ago, we asked the kids if they wanted a different name that would differentiate them from the lower school AFTER-SCHOOL program. Several of them got together and made this logo. We think it pretty much says it all. ➪

MSAS

Middle School AFTER-SCHOOL
It's a whole other world.

Keeping Peace in Your Program

October 5th is the anniversary of the death of Tecumseh (1768-1813), a Shawnee Native American who spoke out against the way his people were treated by the white settlers and the unfairness of the treaties they made. Discuss with your children what peace treaties are and why they are important. Have the children create their own peace treaties for the school year with each other, staff and the program. Make specific promises regarding how they will behave, treat each other, and what consequences they will face if they break the treaty.

Celebrate Black Poetry Day

October 17th is Black Poetry Day celebrating the many poems contributed by black Americans. Jupiter Hammon (1720-1800?), a slave from Long Island, NY, was the first African-American to publish his own poetry. This day honors his birth. Read the following poems by Eloise Greenfield, and look for other poems written by African-Americans:

Honey, I Love and Other Love Poems
Nathaniel Talking

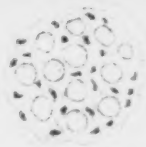
After reading *Honey, I Love*, have the children write their own poems, using the same refrain.

May I Please Try This Activity?

October 3 is the birthday of Emily Post, author of *Etiquette: The Blue Book of Social Usage*, a guide to good manners and politeness. Make a list of good manners and other polite things the children can do. See how many they can remember to do this week, like:

- saying "please" and "thank you."
- putting a napkin in their laps during snack.
- holding the door open for someone.

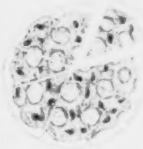
Pizza Pizza!



October is National Pizza Month. According to the National Association of Pizza Operators, pizza is America's number one fun food. Survey the children in your program to find out their favorite pizza toppings, whether they like thin crust or thick crust, and the restaurant that makes the best pizza. How many children in your program don't like pizza? Make pizza for snack.

Pizza Math

Make a large pizza on a piece of cardboard. Make 6 duplicates of the pizza on construction paper. Cut each duplicate into different slices. For example, cut one pizza in half, one in thirds, one in fourths, etc. Talk to your children about fractions, then use the slices to demonstrate what 1/3, 1/4, 2/3, etc. mean.



Indoor Games

October is National Indoor Games Month. Try some of these fun indoor games when the weather prevents school-agers from going outside:

Blanket Stand

Spread out a blanket on the floor. The whole group must have their feet on the blanket. If the group can complete this task, then the blanket is folded in half, and everyone stands on the blanket again, with both feet. The blanket continues to be folded in halves, getting smaller and smaller. See how small the blanket can get with everyone still standing on it with both feet on the blanket.

Barnyard

Pick four or five farm animal sounds and whisper one of the animals randomly in each child's ear. On the count of three, everyone starts making the sound of the animal they were assigned and mill about the room trying to find the other "animals." The first group to find each other wins.

Knights, Damsels, Dragons

Divide players into two teams. Each team huddles to choose to be the knights, the damsels, or the dragons. After the selection, they line up facing the other team. (Draw a line on the ground with masking tape and have each group stand two feet from the line facing the opposing team.) On the count of three, everyone chants "Knights, damsels, and dragons" and then adds which they choose to be. Knights beat dragons, dragons beat damsels, and damsels beat knights. The team that "beats" the round can then chase the other team to their base. Anyone they tag must join their team. In cases of ties, everyone goes back and starts over.

For a fun variation kids can add poses to indicate their choice: knights can hold a sword aloft, damsels can blow a kiss, and the dragons can take a ferocious stance.

Candy Store

Players select a piece of paper with a type of candy written on it. Each player takes a turn going into the "store" and purchasing their type of candy, unwrapping it and eating it. Players try to guess what type of candy they have bought.

Variation: Toy Store–instead of candy, children pretend to buy and play with a certain toy.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

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OCTOBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL OCTOBER DAYS	Mahatma Gandhi was born Oct. 2, 1869. He worked for nonviolent solutions to problems like prejudice and injustice. Discuss nonviolent ways to solve problems.	Oct. 2, 1967, Thurgood Marshall was the first African American judge to be sworn in as a U.S. Supreme Court Justice. Ask a local judge to talk about the judicial system.	October 2 is also the birthday of Charlie Brown and Snoopy from the famous *Peanuts* cartoon. Let each child try their hand at drawing their favorite *Peanuts* character.	October 16 is *World Food Day*. Hold a canned and nonperishable food drive in your program. Each child can bring one or two items. Donate to a local food bank.	October 26, 1940 is the birthday of Pele, the famous Brazilian soccer star. Celebrate by having a rousing game of soccer if weather permits.
BOYS AND GIRLS	On Oct. 21, families in India give special recognition to boys. Celebrate the boys in your program. Let them choose the activities and a special snack for the day.	On Oct. 22, families in South India give special recognition to girls. Duplicate your "boys" celebration for the girls.	Let the children list the differences in boys and girls (besides the obvious!). Survey the children for a list of favorite things and compare the answers of the boys to the girls.	Discuss what roles the children play in their family based on gender. Discuss the issue of gender equality and list the household chores that can be done by both genders.	Oct. 19 is celebrated as *White Sunday* in Samoa. A special feast is prepared by parents and served to the children. End the week by preparing a special snack for the children.
CHILD HEALTH MONTH	October is *Child Health Month*. Spend a day this week on a different health topic. Invite a nurse to come and teach basic child first aid.	*Healthy Eyes*–Make an eye chart and have children cover each eye to see what they can read. Invite an optometrist into your program to assist with this.	*Healthy Teeth*–Provide each child with an appropriate tooth brush and floss. Demonstrate correct brushing and flossing. Talk about the foods that keep teeth healthy.	*Healthy Food*–Give each child a copy of the Nutritional Food Pyramid. Ask them to record everything they eat for one day and see how it compares to the pyramid.	*Healthy Bodies*–Create a basic exercise program with active play, large gross motor activities, and simple calisthenics. Practice this program each day with the kids.
UNITED NATIONS DAY	Oct. 24 is *United Nations Day*. Study traditions from different countries. Make a UN folder decorated with flags from around the world to store this information.	French painter Georges Seurat created "pointillism," painting pictures with tiny dots. With markers or paints create art work using this method.	Germany is famous for their cuckoo clocks. Cover milk cartons with brown paper. Make a clock face, cut two small doors that fold out at top. Add a small paper cuckoo.	Japan has many soothing rock gardens throughout the country. Build a rock garden in a tinfoil pan with a small layer of sand and several rocks. Add twigs for bonsai trees.	Organize an International Festival. Invite parents to come in and have a booth with their children. Provide cultural information, ethnic food and crafts.
VEGGIE MANIA	October is *National Vegetarian Awareness Month*. Create a week of snacks that are vegetarian. Include lots of veggies, beans, peanut butter, cereals, etc.	Turn your favorite vegetables into cartoon characters. Use these for a cartoon strip, or a poster for vegetarian week.	With fabic scraps, sew vegetable shapes such as carrots, beans, peas, potatoes, etc. Stuff with polyfill or old hosiery. Glue squiggly eyes and decorate with felt leaves.		
FIRE PROTECTION	The second week in October is *National Fire Protection Week*. Ask a local firefighter to come in and discuss fire safety and demonstrate their fire fighting equipment.	Have children draw floor plans of their houses, both upstairs and downstairs. Plan fire escape routes from each room. Pick a meeting place for the family to meet outside.	Hold a fire drill in your program, and make sure that each child knows what to do. Ask parents to have a fire drill at home at different times in the day.		

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Reflections...

(Continued from page 2)

country. Our first two books (*School-Age Child Care: An Action Manual*, and *School-Age Child Care: A Policy Report*) were the first available at that time, and many people started their programs using these books.

Accomplishments

I am proud of a lot of our accomplishments over these two decades, but a few things really stand out for me. In 1979, after learning how difficult it was for after-school programs and infant/toddler child care centers to get tax-exempt status, we got help from a U.S. Congressional committee on taxation. This collaboration made it possible for after-school programs to prove they were educational institutions entitled to tax-exempt status! Another policy innovation I feel especially proud of was the 1984 School Facilities Child Care Act, written by Senators Riegle and Pell and enacted into law as the Dependent Care Block Grant. This was the first earmarked funding program for school-age child care of its kind, and one which depended heavily on our research into the partnership model of school and community organization. We also played a vital role in the 1993 national Study of Before- and After-School Programs commissioned by the U.S. Department of Education.

Two other NIOST-related projects which will always be a special source of pride for me are ASQ and MOST. ASQ (Assessing School-Age Program Quality) began with the idea of enabling programs to assess and improve their quality in a participatory process that didn't require expensive evaluation. This "simple" idea later became the foundation for NSACA (National School-Age Care Alliance) accreditation. MOST (Making the Most of Out-of-School Time) reflected my sense that it was at the city level that the most substantial innovation could take place, and that school-age child care had to be a collaborative endeavor if it was to grow. These projects are only two of many projects NIOST has developed, but they represent the kind of creativity and risk-taking that I think characterized the organization during the first phase of the development of our field.

The Field

Now the field is entering another stage of development. Following the stunning interest from the White House and other federal agencies, school-age child care is on the map in a big way. With federal education funds joining contributions from private industry and charitable foundations, there are now many more funders and advocates for school-age child care programs. The field is still changing, however. In fact, the very words we have used are changing—no longer do people automatically refer to school-age child care. Several years ago the field dropped "child" to make "school-age care" more reflective of a broader age range served. And we adopted "out-of-school time" to reflect the breadth of types of programs. Now the terms being used are "after-school programs," "extra learning opportunities," and "extended services schools."

A Caution

The fact that many sectors see out-of-school programming as a way to advance their interests—in crime prevention and school/welfare reform—is a good thing because it means the field has come of age and is no longer marginal. Yet, the field needs careful tending if the fundamental values and qualities of developmentally sound after-school programs are to be safeguarded. Programs can help kids achieve in school, but only if they are caring places where the adults are properly prepared and compensated, and understand the importance of their relationships with each other and with the children. Programs can protect kids from crime and violence, but they must be more than custodial. Getting off welfare and getting into the work force is good if the care parents have access to for their school-age children is of high quality.

Basic Principles

So our work isn't done – not by a long shot– even though millions of dollars are now available to begin the process of "scaling up" the field and school systems throughout the country are getting on board. What NIOST represents, and what I have held dear for more than 20 years, is a belief in the fundamental principles of care, connection, and partnership with parents around the sacred task of caring for their children. These are still the basics. I hope in the next 20 years of growth and development we can all hold onto these principles and see them manifested in the programs of the future.

3-Year Project

Better Relationships After School

Building Relational Practices in Out-of-School Environments is a three-year project that has received over a million dollars of funding from four Boston-area foundations. Michelle Seligson, former Executive Director of NIOST (see feature story), is the director of this project at the Center for Research on Women at Wellesley College. The following are excerpts from its July 9, 1999 Executive Summary:

...Based on our diverse professional expertise, our life experiences, and new research on the significance of relationships, we believe that after-school programs provide an opportune time to focus on the social and emotional development of children. ...The most significant ingredient in a program [is] the quality of the staff-child relationships. These relationships are valuable in and of themselves and are also a means to an end–the promotion of strong relational skills among children.

There is increasing evidence that children's social and emotional needs are as important as their physical needs and that people grow "in connection" to others. ...Relationships with adults can enhance a child's self-esteem, foster social competence, and build academic skills. It is less clear how adults can support the development of these growth-enhancing relationships in an intentional way...

[The project] focuses on the opportunity to develop relational aptitude during out-of-school time by enhancing the capacity of program staff to be more aware of themselves in relation to others.

(Continued on page 7)

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3-Year Study...

(Continued from page 7)

Fostering a positive rational environment and meaningful connections is crucial for children and also for the adults who care for them. From both a theoretical and a practical standpoint, adults who have an awareness of their own relational needs and capacities have the potential to be more effective caregivers and role models.

Many programs–even those reputed to be of good quality–fall short in creating a successful relational environment. When staff take the time, as a group, to reflect on their goals, motivation, organizational dynamics, relational practices with children, and potential as role models, and when they deliberately work on building their own relational aptitude as well as that of the children, they are happier and more effective caregivers.

We plan to create a new training practice and training curriculum that will focus on the development of relational skills for after-school program staff, and in turn for the children...

Our relational curriculum will teach skills through the lens of self-awareness. Participants will be taught to use self-knowledge as a way to build relationships with coworkers, to role-model effective group interaction and leadership, and ultimately to teach relational skills directly to children...

Each site will be assigned a technical assistance provider–a practitioner recognized as a leader with exceptional relational skills, who has been trained by Center staff–to mentor other programs.

For full Executive Summary or further information contact Michelle Seligson's office at 781-283-2554, by email at mseligson@wellesley.edu or by mail to *Building Relational Practices in Out-of-School Environments*, Center for Research on Women, Wellesley College, 106 Central St., Wellesley MA 02481-8203. ☆

Watch for your School-Age NOTES Fall, 1999 After School Catalog arriving soon!

Pittsburgh...

(Continued from front page)

Downtown is compact and you can walk to most places. There is the symphony and theater; science center (across the river) with Omnimax Theater and planetarium and riverside submarine; the Andy Warhol Museum; and the Strip District (no it's not what it sounds like). The Strip District is a strip of land between the city and river that is a farmer's market. It's a colorful, laid-back place with restaurants, bars, and shops. The Primanti Brothers is a restaurant famous for its "meal-in-a-sandwich" including french fries and coleslaw stuffed all in one sandwich.

Pittsburgh is a good place to bring a family. The Ramada Inn is an all-suites hotel designed for families and has a great swimming pool. You can see Dippy the life-size dino at the Dinosaur Hall at Carnegie Natural History Museum, and across the Point is Three Rivers Stadium, home of the Pittsburgh Pirates. Boat cruises around Pittsburgh are available as well as longer cruises through the locks and dams.

Conference Update

NSACA is relying on previous conference feedback to "tweak" its format. The big change this year is that workshop length has been changed from one-hour to ninety-minute sessions and afternoon half-day workshops are being added. This means more in-depth sessions will be available but fewer workshop proposals can be accepted. (Cut off for proposals was July 31st.) In addition, there will be opportunities for small group networking. There also has been a change in conference management companies that handle registration.

Current members of NSACA will receive preliminary conference programs the first part of February. Want membership information and to be on the list for conference registration information? Call 617-298-5012 or fax 617-298-5022 or e-mail staff@nsaca.org (see www.nsaca.org) or mail to NSACA, 1137 Washington St., Boston MA 02124. ☆

Explore Names CEO, Seeks VP of Operations

Explore, a provider of on-site, after-school, academic enrichment programs, has named Mary Howard as Chief Executive Officer. Howard will work closely with Sarah Hoit the founder and president of the almost three-year old company. Prior to joining Explore, Howard held various management positions at Bright Horizons Family Solutions, a provider of work-site child care and a minority shareholder in Explore.

Based in Baltimore, MD, Explore works with school systems nationally to provide after-school and summer enrichment/remediation programs serving K-8th graders. Explore's program uses homework and study skill support, hands-on learning experiences, community service, and physical education. It serves 100 schools in six states.

Explore is seeking a Vice President of Operations to lead national delivery of its program. This includes regional financial performance, enrollment growth, coordination with marketing and sales programs, and enhancing program delivery. To apply submit resume by fax: 410-448-2108 or by mail: Explore, Inc., 4900 Wetheredsville Rd., Baltimore MD 21207. Questions - call Heidi Carney 888-413-9756. ☆

SAC CONFERENCES

CALIFORNIA Oct. 1-2, 1999
6th Annual "Older Kids Conference, this year called National Middle School Conference.
San Francisco, **Contact:** CSAC, 415-957-9775

VERMONT Oct. 2, 1999
Annual SAC Conference, Stowe
Contact: Karen Gray, 802-863-3367, ext. 11

FLORIDA Oct. 7-9, 1999
FSACCC State Conference, Coral Springs
Contact: 1-888-438-3123

OHIO Oct. 10-12, 1999 **New Listing**
Ohio Early Childhood & SAC Conference,
Columbus, **Contact:** Alycia Orcena, 419-468-7581

MICHIGAN Oct. 19, 1999 **New Listing**
12th Annual MI SAC Conference, Troy
Contact: Dr. Joan Firestone, 248-289-2035

NEW JERSEY Nov. 5-6, 1999
Annual SAC Conference, Basking Ridge
Rich Scofield, featured speaker
Contact: Silvia Canabal, 973-597-1050

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PERIODICALS

September 1999

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

Cultural Diversity Calendars

Educational Extension Systems offers resources to help build awareness of cultural and ethnic diversity in both the U. S. and the world. Of particular note is their *World Calendar*, with accompanying teacher's guide, that provides information in six languages. The *Ethnic Cultures of America* calendar identifies 106 different ethnic groups in the U.S. and shows some of the groups celebrating their ethnicity at various cultural and religious holiday events. Also provides information on the geographical origins of various groups, and recent census data on ethnic groups in the U.S.

For more information on other resources, and for pricing and shipping information, call Educational Extension Systems at 800-447-8561 or write them at P.O. Box 472, Waynesboro PA 17268.

Arts for At-Risk Youth

As reported in "Day Care USA" (July 5, 1999), the *Youth Arts Tool Kit* helps programs start and operate an arts program for at-risk youth. The kit consists of a handbook, video, and diskette.

Cost is $75 plus $9.25 shipping/handling and can be ordered from Americans for the Arts Books, c/o Whitehurst & Clark, 100 Newfield Ave., Edison NJ, 08837. Call 800-321-4510, fax 212-753-1325, or go to their website at www.artusa.org.

Creative Surplus

Creative Educational Surplus is a 46-page catalog that offers sales on surplus materials that can creatively be used as art supplies (i.e. small brushes, sponges, small figures, etc.). Call 800-886-6428, fax 800-681-2245 or go to the website: www.creativesurplus.com.

Conferences

Healthy Communities/Healthy Youth Conference - Nov. 11-13

Sponsored by the Search Institute, this conference is designed for people who work with and care about youth, and for youth themselves. Focuses on the concept of asset-building in youth. Young people will have active roles in keynote addresses, workshops, and dramatic performances. Held in Denver, Co. For registration information, call Liz Brekke at 800-888-7828.

National Youth-At-Risk Conference - Mar. 5-8, 2000

Titled *Reclaiming Our Youth: Building A Nonviolent Society*, this conference will be held in Savannah, GA. Hosted by Georgia Southern University. Call Sybil Fickle at 912-681-5555 for more information or go to the website: www.2.gasou.edu/contedu/yar2000.html.

Volume XX #2 The Newsletter for School-Age Care Professionals October 1999

School-Age NOTES

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School-Agers Over Easy!

Instructors at the Boynton Beach Florida Latchkey Program give 2nd & 3rd graders a lesson in tumbling. Learning the art of tumbling and gymnastics is a unique aspect to this after-school program. *(See Program Profile on p. 7)*

Tips for Effective Service-Learning Projects in Out-of-School Time Programs

Developed by the National Institute on Out-of-School Time

Young people can find great satisfaction and wonderful learning opportunities in planning and participating in community service. Out-of-school time programs can be the perfect setting for service-learning. The four key components of effective service-learning are: PREPARATION, ACTION, REFLECTION, and RECOGNITION. Regular service projects are transformed into service-learning by emphasizing the academic and social skills involved in planning and performing projects and by engaging children and youth in reflection on their work. Following are tips and project ideas to help you incorporate service-learning:

Younger children respond well to projects that have quick and tangible results and involve a lot of action (like picking up trash, doing a performance for elderly people, sorting food at a food pantry). Older children often enjoy longer-term projects that allow them to get to know those they are serving. Involve older children in brainstorming and researching project ideas. Give them specific roles in planning and executing the project.

Keep It Simple: Meaningful service-learning opportunities do not need to involve extensive planning, complicated transportation, or many materials. Projects can be simple, tangible and focused and can take place in walking distance from your site or right at your site.

Have Children and Youth Help Plan Projects: Offer young people lots of ideas and options about appropriate service projects and let them choose

(Continued on page 2)

INSIDE

On-Site Insights 2
November Activities . . . 4-5
Washington Notes 6
What's New at SAN 6
Program Profile 7

New Millennium Means 20th Anniversary

SAN Celebrates with Move to New Office, New Newsletter Features

With the coming of the year 2000, *School-Age NOTES* will be celebrating its 20th year of operation. That's 20 years worth of offering the latest developments in school-age care to directors and staff, timely articles on programming, advocacy for school-age care, and resources to help make programs successful.

"We're extremely excited and proud that we've been a contributor to the school-age care field and have maintained School-Age NOTES and its resources for two decades," said Rich Scofield, publisher and editor of this newsletter. "With the September 1999 issue, we began our 20th volume year, and our new fall resource catalog is offering even more up-to-date resources for school-age care providers. We take seriously the responsibility of being the largest provider of school-age resources around the world."

The company is celebrating its anniversary early with a recent move to new offices.

(Continued on page 7)

On-Site Insights

by Jennifer Glazier & Cara Gordon

First Aid for Your Board Games

A Prescription for a Long and Happy Life

Each year you spend a good chunk of your budget purchasing board games for your program. These games should not be viewed as supplies to be used up, but as equipment to be used year after year. The trick is, how do you make them last a year, let alone the first three months?

Fix it before it is broken

As soon as you unpack that brand new game, before it even gets placed on the shelf, take these "preventive" measures to increase the lifespan of your new investment:

✓ Reinforce the corners of both the box and the lid with clear packing tape.

✓ Cover the game board with clear contact paper.

✓ Place all small pieces in labeled, ziploc bags or small containers with lids.

✓ Laminate game cards, and all paper or cardboard parts. For example, the cards from CLUE will last much longer if laminated. If you do not have a laminating machine available to you (Try a school office or a library) you can have it done at your local copy shop for a relatively low fee.

✓ Rubberband all cards, paper money, etc. in advance. Teach the children from the start how to bundle the money when they are through playing the game.

Fix up your old games

Children are more likely to play a game that looks "playable." Before you throw out your old, ratty board games, try these suggestions:

✓ Throw out the boxes that are more tape than cardboard. Place all game parts in clear, plastic bins with snap-on lids. Store game boards together. (We found an old dish rack that worked perfectly.) Or, try hanging them on the wall in your game area.

✓ Replace lost game pieces. Call the game manufacturer to see if you can order replacement parts. The toll-free number for both *Milton Bradley* and *Parker Brothers* is: 888-836-7025. Keep your eyes open at yard sales for old, incomplete games that you can mix and match with your supply.

✓ Rotate games to create a renewed interest in an old game. Sometimes there are too many choices and a messy, overstuffed cabinet is not child-friendly. Set a few games aside to bring out when the kids are bored with the current selection.

✓ Create a "Lost Game Piece" bin for those small pieces that always end up in the trash pile after sweeping. It is as easy to drop them in the bin as it is to drop them in the trash. At the end of the week, sort through the bin and return each piece to its correct location.

These suggestions may seem time consuming, but they will pay off in the long run. Keep in mind that, above all, you need to instill a respect for the program equipment in both the children AND the staff. Good luck! ☆

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Next Month

Coming in the November issue:

How Many School-Age Programs Are There?

● What has the increase been in school-age care programs since the 1991 Federal study? ● How do you sort out the after-school programs from the programs after school? ● Who is funding which programs?

Service Learning...

(Continued from front page)

what they would like to do. Discuss community needs and encourage youth to think about the resources and abilities they have that could meet needs they see. Actively involve youth in making phone calls, thinking about materials needed, finding materials, dividing up work, etc.

Develop Partnerships: Set up a partnership with a local volunteer center, community center, food bank, nursing home, homeless shelter or hospital. Invite a representative to come and talk with children about the work of their organization and about the needs the organization tries to meet. Young people can "adopt" a group and develop meaningful relationships as they serve the same people again and again. Start with the yellow pages listings for social service organizations in your neighborhood.

Be Persistent and Specific: Many service agencies and volunteer centers are not used to the idea of children and youth as volunteers. They may not readily have ideas about what young people can do to help. Be prepared to offer concrete suggestions of what your group can do. Be persistent. Chances are, once service agencies see the good young people can do, resistance will melt away.

Engage Young People In Reflection: Reflection is a key element during the process of planning a project and after

(Continued on page 3)

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Service Learning...

(Continued from p. 2)

completing a project. Reflection can involve a special time set aside for group discussion and/or an ongoing process of capitalizing on the "learning moments" that arise. Ideas for reflection questions to be used in discussions:

- What needs did we see? How did we see them?
- How do you think our project made a difference?
- How does it make you feel to help other people?
- What would you want to do differently if we did this again?
- What can we do to follow up on our project?

Recognize Efforts: Regularly congratulate young people for their work. Make sure that organizations and individuals benefiting from your group's work express their thanks directly to the children and youth involved. Help young people see that the good feelings they get from helping others is part of their reward. On a daily basis, recognize young people who help each other, show courtesy and do things without being asked. This is community service as well! »

For more information:
National Institute on Out-of-School Time
Center for Research on Women
Wellesley College, 106 Central St.
Wellesley MA 02181-8259
Ph.: 781-283-2547, website: www.wellesley.edu/WCW/CRW/SAC/

Simple Project Ideas

Following are some tried and true ideas that are easy to organize and execute in almost any community with children and youth of different ages. All suggested projects can teach children planning skills while helping them develop awareness and understanding. Along with each project suggestion are examples of specific learning that could be tied to the project.

- Rake up leaves or plant flowers for people who are elderly or disabled. Help with yard work at your site.

  ✓ *Learn about plants, gardening and landscaping.*

  ✓ *Learn about needs in your community.*

- Perform a play, read to people, or sing a song at a nursing home or hospital and take time to get to know people there. Write letters or draw pictures to send if transportation is an issue. Practice singing, performing, conversation and/or writing skills.

  ✓ *Learn about nursing homes or hospitals.*

- Develop "reading buddies." Within your program or in partnership with another program, assign older children to younger children and have them read to each other regularly.

  ✓ *Solidify the reading skills of both younger and older children.*

  ✓ *Older children learn responsibility, patience and teaching skills.*

  ✓ *Offer older children simple training about being a good tutor.*

- Hold a toy/food/clothing drive for a homeless shelter or soup kitchen.

  ✓ *Learn about hunger and homelessness while developing planning, organizing, counting and sorting skills.*

- Put together "personal hygiene kits" (toothpaste, soap, etc.) for a homeless shelter. Ask the children to bring in sample soaps, shampoos, etc.

  ✓ *Learn about homelessness.*

  ✓ *Use math to figure out numbers of kits to be made given the number of items available.*

- Pick up trash in a local park or neighborhood. If there seems to be a shortage of trash receptacles, find out who is in charge and write letters.

  ✓ *Learn about the impact of litter.*

  ✓ *Learn to do research and practice writing skills.*

  ✓ *Learn to notice needs and do something about what you notice.*

- Make cookies or pictures to give to local police officers, custodians, teachers or cafeteria workers.

  ✓ *Learn to appreciate those who are often under-appreciated.*

- Help the building custodian do some cleaning that will really make the building look nicer and that he/she wouldn't have been able to get to without extra help.

  ✓ *Learn about all it takes to keep a building clean. Use math skills to figure out amounts of supplies needed to complete a project.*

- Sort food at a nearby food pantry or help prepare and serve food at a soup kitchen

  ✓ Learn about hunger issues in your community.

  ✓ *Use counting and sorting skills and/or measuring and cooking skills.* »

Service-Learning Resources

This list is a sampling of resources available on the subject of service-learning. Listing materials here does not constitute official endorsement by The National Institute on Out-of-School Time or SAN.

Publications:

Service as a Strategy In Out-of-School Time: A How-To Manual produced by the Corp. for National Service and the National Institute on Out-of-School Time. Available online at etr-associates.org or by calling ETR Assoc., Publications Dept. at 800-860-2684 x142.

Kids' Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference by Barbara Lewis. Available from Free Spirit Publishing, 800-735-7323 or School-Age Notes, 800-410-8780 or 615-279-0700.

Kids' Guide to Social Action: How to Solve the Social Problems You Choose by Barbara Lewis. How-to manual offering kids the tools they need to effect change.

Children as Volunteers by Susan J. Ellis, Anne Weisbord and Katherine H. Noyes. Ideas for designing appropriate and effective volunteer opportunities for children under age 14.

Making a Difference (student magazine) featuring activities, writing by young people, ideas on service. Available from Quest International, 800-446-2700.

The Real Heroes (Video) featuring personal testimonies from young people involved in a variety of service projects. From Quest International, 800-446-2700.

Today's Heroes (Videos and guides) featuring typical teenagers who share stories of service experiences. Available from the Points of Light Foundation, 800-272-8306.

Organizations/Websites:

The Service-Learning Exchange: 877-LSA-EXCHange; web site: www.lsaexchange.org

National Helper's Network: 800-646-4623; e-mail: helpnet@igc.apc.org

The Points of Light Foundation: 202-729-8000; website: www.pointsoflight.org

Learn and Serve America: 202-606-5000; website: www.nationalservice.org/learn/index.html

National Service-Learning Clearninghouse: 800-808-7378; website: www.nicsl.coled.umn.edu

ServNet: www.servenet.org »

All Saints Day

We make a big observance of Halloween on Oct. 31, but forget that it is actually the evening before *All Saints Day*, a day observed in many countries of Europe, Africa, Latin America and even Asia as a day to remember those who have died.

Families go to the cemeteries with tools and a picnic lunch. They cut the grass and clean up in the cemetery and put fresh flowers on the graves of family and friends. They have a good time together remembering. Public monuments to local national heroes are also maintained and decorated. Poems and other tributes might be printed in the local paper. Some countries have special foods like the sugar candy skulls and cookies that are served as treats for children in Mexico in observance of *Día de los Muertos*.

Have your own observance for All Saints Day. Children can write tributes to loved ones who have died or famous historical figures. Or the program can offer to clean up a local family cemetery. Make sugar cookies shaped like skulls and decorate with icing for a treat after your project. (Be sensitive of families with recent losses.)

Pinecone Turkeys

Provide pinecones, yarn, chenille strips, construction paper, glue and markers, and possibly feathers and googly eyes. Let each child design a turkey and one other original creation.

Calendars

Study world calendars. What are some differences between the Gregorian calendar, Chinese calendar, Islamic calendar, and Jewish calendar? Using math, determine if there is a better way to divide the year up into months, weeks or days. What are some names you would give the months on your calendar?

A Circular Story

On a piece of lined paper, begin a story by writing a sentence on the first line. Pass the paper to the person on your right, who silently reads what you wrote and writes her own sentence on the next line. She then folds the paper so only the line she just wrote can be read by the person on her right. The paper goes around the circle, being folded down each time so that only the line just written can be read by the person adding the next line. When the paper comes back to you, read the story aloud.

Plastic Jug Igloo

Ask families in your program to wash out and save their plastic gallon milk and juice jugs; you'll need at least 200!

Place 20 jugs, bottoms facing out, in a circle on the floor. Remove 4 or 5 jugs in one spot to create a doorway. Connect the remaining jugs in the circle with either a hot-glue gun (only an adult can do this) or with duct tape. Begin a new row on top of the first, moving those jugs in slightly toward the inside of the circle and gluing to the bottom row, and to each other. As you build, the number of jugs for each new row will decrease. Continue adding rows, each time moving them in slightly until the igloo is 5 rows high and the door is formed. When gluing the sixth row of jugs, make the circle complete which will create a row of jugs over the door and begin the formation of the roof. Add rows until you have room at the top of the igloo for just one last jug.

Now you have a great place for children to play and imagine!

(Excerpted from Making Make Believe *by MaryAnn F. Kohl - now available from School-Age NOTES.)*

Gingerbread Kids

For the Gingerbread Kids activity on page 5, follow this recipe:

Ingredients:
1/3 c. shortening
1 c. packed brown sugar
1 1/2 c. molasses
Mix together then stir in:
2/3 c. water
Set this mixture aside & sift together:
6 c. all-purpose flour
2 tsp. baking soda
1 tsp. each of salt, allspice, ginger, cloves, and cinnamon.

Stir the sifted dry ingredients gradually into the mixture. Chill the dough. Roll dough 1/2 inch thick and cut with cookie cutter. Bake at 350° on lightly greased baking sheet approximately 15 minutes.

Ring Around the Ring

Slip a ring onto a string long enough to go around the circle of children. Knot the ends of the string together. "It" stands in the middle of the circle and tries to find the ring as the other children pass it hand to hand along the string. Players keep both fists around the string and keep shuffling them back and forth constantly, sometimes passing the ring on, sometimes not!

Byline...

This month's **Activities** and **Ideas Corner** pages were written by the *School-Age NOTES* staff.

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38.

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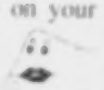
NOVEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
IT'S THIS MONTH	November is *Child Safety & Protection Month* promoted by the National PTA. Design a safety awareness bulletin board.	*American Education Week* in support of public schools. Write to your local paper with a good news story about your school.	Profile a favorite teacher. Find out what education they had and why they wanted to be a teacher.	*Children's Book Week.* Design a poster showcasing one of your favorite books.	November is also *National American Indian Heritage Month.* Share a Native American story or legend. Let the children draw illustrations.
PUPPETS	Make finger puppets from peanut shells. Remove the peanut from one end and insert your pinkie. Draw a face on the shell. Make clothes of cloth or felt.	Old mittens also make great puppets. The thumb forms the lower jaw. Glue on a felt mouth and use button eyes and yarn hair.	Make a puppet on your hand, using your own thumb and forefinger for the mouth and drawing the rest of the face on your knuckle. 	To make yourself at your desk, put a long-sleeved shirt on a coat hanger and tape it to your chair. For your head, staple 2 paper plates together over the top of the hanger.	For a puppet stage, turn a table on its side or hang an old sheet with a hole cut in it or cut a hole in any appliance box.
SERVICE PROJECTS	Make tray favors for a hospital, nursing home, or Meals on Wheels.	Volunteer to help the local VFW put out flags in the cemetery in time for Veteran's Day on November 11.	Collect good used clothing for your local Salvation Army or United Way.	Contact Second Harvest Food Bank (800-532-3663) to find out how you can help sort donated food at your local food bank.	Contact your local fire department about participation in children's toy drives.
SCHOOL-AGE POTPOURRI	On Nov. 18, 1928 Mickey Mouse appeared in his first animated cartoon talking picture. Make a flip pad moving picture show.	Make a puzzle by gluing an old greeting card or calendar picture to stiff cardboard then cutting into pieces.	Read a map. Point out roads, turnpikes, highways, and rivers. Look for interstate exits and bridges.	Make a bouquet of flowers out of cupcake papers, coffee filters, or Kleenex tissue.	Design a calendar for the year 2000. Choose a picture for each month.
STUCK INDOORS	One at a time, each team member has a balloon to blow up and let go as many times as it takes to get from spot to spot until over the goal line.	Give each team 6 paper turkeys. Players pass the turkeys from player to player by sucking them onto the ends of drinking straws.	Team 1 calls out a compound word such as "chalkboard." Team 2 uses the last half to make a new word (boardgame). Team 1 responds (gameshow). Team 2 goes again, etc.	Do the peanuts on a spoon relay.	Take turns saying this tongue twister 5 times as fast as you can: "Polly Pilgrim put a batch of pretty plump pumpkins in party pies."
MORE SAC POTPOURRI	Make gingerbread kids and decorate them with icing and raisings or mini M&Ms. (see recipe on page 4.)	If you cannot bake, make a house instead with graham crackers and a juice carton. "Glue" crackers with icing, decorate with candies.	Traditional Native American foods, called the "Three Sisters" are corn, beans and squash. Use these 3 seeds to make a mosaic picture.	Nov. 13, 1850 is the birthday of Robert Louis Stevenson. Read aloud several poems from *A Child's Garden of Verses.* Choose a favorite.	The U.S. Weather Bureau made its first weather report on Nov. 1, 1870. Now it gives data to airports, newspapers, & TV stations. Find the weather forecast in your local paper.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Tax Breaks Pass Congress; Face Veto

Several tax breaks for school-age care made it through Congress. But they face a threatened Presidential veto. Congress approved a budget reconciliation/tax relief bill (H.R. 2488), which would allow families to place $2,000/year into education savings accounts they could use to pay for school-age care. They would work like Roth retirement accounts. Parents wouldn't get a tax deduction for contributing money to the funds, but funds could earn interest, dividends or capital gains free of taxes.

The bill also would increase the maximum Dependent Care Tax Credit (DCTC) percentage to 35% in 2001 and 40% in 2005 for families with adjusted gross incomes of $30,000 or less, phasing down to 20% at $60,000. DCTC would also get adjusted for the cost of living.

Grants Offered for Housing Assistance Recipients

The Dept. of Housing & Urban Development offers funds for support services such as school-age care for recipients of housing subsidies. The funds come through the Resident Opportunities & Self Sufficiency Program.

Grantees must provide support services or offer activities that help public & Indian housing tenants become economically self-sufficient. They must provide a 25% cash or in-kind match.

Eligible applicants include public housing agencies, resident management corporations, resident councils, resident organizations and non-profits working in public housing. Additionally, Indian tribes and tribal housing organizations can apply for Resident Service Delivery Models (RSDMs) grants.

For applications and info., call 800-955-2232, TYY 800-HUD-2209, or go to their website at www.hud.gov.

New Resources from SAN

Our new *Fall, 1999 After School Catalog* has been mailed out, so our readers should be receiving it soon. We've added 10 new titles that we think our readers will find as excellent resources in the ongoing quest for quality programs. The new titles range from administration to activities, and there's sure to be something for everyone! Please note that two prices are listed; the second price is for subscribers to this newsletter.

New SAN Publication:

SAN has published a new book by author Roberta L. Newman (*Keys to Quality*) based on her experiences with building "family-friendly programs. Titled ***Building Relationships with Parents and Families in School-Age Programs***, this book offers workshop sessions for staff on how to better relate to parents, as well as assessing the needs and concerns of parents and tips for making connections with parents. **$16.95/$14.95.**

PLEASE NOTE: At press time this book had not returned from the printer. Please refrain from ordering until we announce its availability in a future SAN issue.

Administration, Discipline & Self-Esteem Books

Five new titles help SAC directors and staff understand more about the developing school-age child:

Start Smart! by Pam Schiller takes the latest research on brain development and applies simple, straightforward activities to boost brain power in children. Written for parents, the book is useful for anyone who works with children and many of the activities are developed for groups. Also an excellent resource for staff training. **$14.95/$13.95**.

What Every Parent Needs to Know About 1st, 2nd, & 3rd Grades by Bickart, Dodge, & Jablon is also for parents but is a great resource for understanding how children learn to read, write, think scientifically and more. Use to develop enrichment activities for school-agers or for staff training. **$12.95/$11.95**.

There's Gotta Be A Better Way: Discipline That Works! by Dr. Becky Bailey (Not to be confused with the book by Thomas Gordon). A thorough guide to working with children that goes beyond simply offering new discipline "techniques." Explores adult motivations for punishment and looks at the self-control and discipline developmental stages of school-age children, as well as how children perceive and understand the rules they are given. **$21.95/$19.95**.

Two books for helping children develop self-esteem are ***Jump Starters: Quick Classroom Activities That Develop Self-Esteem, Creativity, and Cooperation*** (**$21.95/$18.95**), and ***The Me I'm Learning to Be*** (**$9.95/$8.95**).

Dramatic Play Resources

Readers have been asking for books with plays and dramatic play activities. We found three that we think you'll like:

Making Make-Believe by MaryAnn F. Kohl. Over 125 activities and projects designed to enrich dramatic play with many new and different ways to make puppets, masks, costumes, and props. **$12.95/$11.95**

Practical Plays has six easy-to-do plays for grades 1-5 designed to be simple enough for children with little theatrical experience. Structured for a diverse range of age and ways to include everyone in the process with simple speaking parts. **$9.95/$8.95**

(Nifty, Thrifty, No-Sew) Costumes & Props has over 100 designs and instructions for creating a full wardrobe of interchangeable costumes. No sewing required! Reproducible patterns and full color photos so readers can visualize the finished product. **$14.95/$13.95**

For arts and crafts activities try ***Making Things*** by Ann Sayre Wiseman, a classic book first published in the 70s. 125 things that can be made from everyday and recyclable materials. Clearly illustrated step-by-step instructions. **$12.95/$11.95**

Remember to check the catalog or call about shipping fees for books. For credit card orders, call 800-410-8780 or 615-279-0700 or fax to 615-279-0800.

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SAC CONFERENCES

NEW MEXICO Oct. 8-9, 1999 **New Listing**
NMSACA 5th Annual Conference, Albuquerque
Keynote: Rich Scofield, **Contact:** Pam Sellers, 505-428-1344

OHIO Oct. 10-12, 1999
Ohio Early Childhood & SAC Conference, Columbus, **Contact:** Alycia Orcena, 419-468-7581

ONTARIO Oct. 17-19, 1999 **New Listing**
10th Annual SACA Conference, Orillia
Contact: Shirley Savidant, 416-413-1020, ext. 2343

MICHIGAN Oct. 19, 1999
12th Annual MI SAC Conference, Troy
Contact: Dr. Joan Firestone, 248-209-2035

IOWA Oct. 23, 1999 **New Listing**
IA SACA Conference, W. Des Moines
Contact: 515-457-5854

NEW HAMPSHIRE Nov. 4-5, 1999 **New Listing**
PlusTime NH Annual Conference, Center Strafford
Contact: 603-798-5850

MAINE Nov. 5-6, 1999 **New Listing**
6th Annual SAC Conference, Portland
Contact: Lori Freid, 207-772-5467

NEW JERSEY Nov. 5-6, 1999
Annual SAC Conference, Basking Ridge
Rich Scofield, featured speaker
Contact: Silvia Canabal, 973059701050

VIRGINIA Nov. 5-6, 1999 **New Listing**
6th Annual VASACC Conference, Fredricksburg
Contact: Ginger Tomlinson, 540-363-2293

CONNECTICUT Nov. 6, 1999 **New Listing**
CT SACCA Annual Conference, Colchester
Contact: Susan Krampitz, 860-349-7005

NORTH CAROLINA Nov. 19-20, 1999 **New Listing** 10th Annual NCSACCC Conference, Raleigh, **Contact:** Shelley Gardner, 919-515-9569

MISSOURI Feb. 11-13, 2000
MOSAC Conference, Osage Beach
Contact: Mary Baker, 573-884-2582, Barb Brown, 573-884-1917

MINNESOTA Feb. 25-26, 2000 **New Listing**
MnSACA Conference, Minneapolis
Contact: Phyllis O'Brien, 612-502-5135

WISCONSIN March 10-11, 2000 **New Listing**
WISACA Annual Conference, Neenah
Contact: Dawn Alioto, 608-848-1329

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012 or www.nsaca.org

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

Anniversary...

(Continued from front page)

"I started the company out of my efficiency apartment and then moved to a garage!" laughed Scofield. "For the last nine years we've rented office space and expanded our staff. Now I'm proud to say we've been able to purchase our own building, which we moved into on August 16."

In addition to the move, SAN is looking at ways to improve on the look and content of the newsletter. Readers will have already noticed that an ongoing column, *On-Site Insights* has been added, as well as a bi-monthly article from NIOST. With the September issue, another new feature, *Program Profiles* was added. Adding more graphics and photos to improve the overall look of the newsletter has also begun.

"There's also been a decision to change the title of page 5 from "Curriculum Corner" to "Ideas Corner," Scofield said. "Since we don't believe in structured curriculum activities per se, we felt the page was misnamed. The purpose of that page is simply to provide thematic activity ideas that staff can develop more completely on their own."

Scofield and the SAN staff also plan to develop the School-Age NOTES website during the coming year, including having the resource catalog online where orders can be placed over the Internet. "This was a need we were hearing from various customers that we are trying to meet," Scofield added.

The move to the new building has meant a change in phone and fax numbers. While the post office box and tollfree number remain the same, readers should make a note of the shipping address change, as well as the phone and fax numbers:

Shipping address:
2809 Azalea Pl.
Nashville TN
Zip: 37204
Phone:
615-279-0700
Fax:
615-279-0800

School-Age NOTES' New Home!

Program Profile:

Boynton Beach Latchkey Afterschool

Boynton Beach, Florida
Janice Phillips, Director

Years in Operation: 10
Program Administrator: City of Boynton Beach & Children's Services Council
Space: Shared space in elementary school
No. of Sites: 1
No. of Children: 100-115
No. of Staff: 8
Hours of operation: 2 - 6 p.m.
Summer program? No, but hopefully next year.
Fees: Sliding scale up to $4.80/day
Focus of Program: Keeping kids off the street
Activities: Arts/crafts, homework assistance, computer lab, tumbling/gymnastics
Special challenges: Shared space; lack of community involvement
How have you addressed these challenges? Open house for community; meeting with teachers.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700 or email sanotes@aol.com or request by mail.

Note: "Program Profile" is designed to give readers a broad sense of the range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices.

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ADDRESS SERVICE REQUESTED

PERIODICALS

October 1999

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

Websites of Freebies

A recent Associated Press story listed several websites that offer free materials or items, or told users how to get free items. School-Age NOTES checked out the seven sites listed and found three that might be useful to school-age caregivers. Our criteria was that there be a listing of free things for children and/or teachers. We didn't check out what all was offered for free and a lot of it may just be promotional or "gimmicky" stuff, but it doesn't hurt to look. **One caveat:** the article stated that there were items of an "adult" or suggestive nature offered at some of these sites. We found some listing headings that sounded "iffy" at best but that we didn't look into. We would suggest that adults only access these sites; these are not recommended as addresses to give the school-agers themselves to check out.

Websites:
www.4freestuff.com: this site has a children's listing, but basically just has links to other websites.
www.weeklyfreebie.com
www.pocketstuffer.com

Website Correction

In our August issue we listed a website address for the Kids' Clubhouse. There was a typo in the address listed. The correct address is:

www.eduplace.com/kids

We apologize for the error.

Upcoming Conference

The National Association of Elementary School Principles' annual conference, titled *Valuing Diversity, Inspiring Learning*, is March 18-21, 2000 in New Orleans. For more information call 703-684-3345.

More Websites

School-Age NOTES tries to bring you the best resources we can find to benefit your school-age program. Obviously, there are a lot of materials and resources out there and we can't possibly offer everything you might need. Listed below are two websites for online catalogs of publishers who have additional materials that you might find helpful. These include books for parents and about parenting; therapeutic resources for those working with special needs children; conflict resolution, discipline and guidance books; training videos and more!

Parenting Press:
www.ParentingPress.com

Research Press:
www.researchpress.com

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Play Work and School-Age Care in Europe

by Rich Scofield

I recently returned from the 10th Anniversary Conference of the European Network for School-Age Childcare (ENSAC) which was held in Belfast, Northern Ireland in September.

Apropos of being in Belfast, site of over 30 years of sectarian conflict and violence, the conference theme was "Peace to Play." In fact, the conference-site hotel holds the title as the most bombed hotel in the world (not something they mention in their brochures!).

As described in ENSAC's own materials: "The European Network for School-Age Childcare was set up in 1987, and aims to promote equality and to improve the quality of life for children and young people. The focus is on after-school and holiday care, where emphasis is put on the social and cultural needs and interests of children and young people."

"ENSAC connects practitioners, administrators, social scientists, educationalists and voluntary groups to discuss and develop school-age childcare in different countries. ENSAC is a voluntary organization which has raised funds for conferences in Italy, Sweden, Denmark, Belgium, the Netherlands and Spain."

The hosting organization in Belfast was PlayBoard, an advocacy agency that "promotes the rights of the child and the development of children through their play and recreation."

Violence has permeated the lives of children in Belfast for the past 30 years:

- Since August 1969, 391 children 18 years or younger have been killed and thousands injured.
- 20% of 10-11 year olds had been in or close to an explosion.
- 90% of 9-11 year olds had seen burning, hijacked cars.
- 50% of 9-11 year olds had seen a shooting.
- 30% witnessed a bomb explosion.
- 50,000 children have an immediate family member in prison because of "The Troubles."

PlayBoard aims to promote facilities to play, for recreation and other leisure time opportunities for all children, but particularly those over five years old. It also provides training to raise awareness of the importance of play and to support those involved with children's play, recreation and after-school care.

Antoinette McKeown, the Chief Executive of PlayBoard, welcomed the ENSAC participants with the following comments:

"Our theme is 'Peace to Play' and it is fitting that we take this theme at a time when we in Northern Ireland are working toward a lasting peace."

"Over thirty years of violence has given us an unwelcome insight into the lasting legacy of trauma and damage that a culture of violence brings to children. But now on the cusp of a new era, we have a tremendous opportunity to seize hope, to rise to the challenge and to begin the process building a future of optimism, a future without political, sectarian and racist violence. A future that will give our children 'Peace to Play.'"

Things I Learned

In the U.S. we use different terms and have different ideas about what our professional field of school-age care includes, i.e. after-school care, out-of-school time, day care. Similarly in Europe there are different terms and ideas. In the United Kingdom, which includes Northern Irelands, Scotland, Wales, and England,

(Continued on page 6)

In our October issue we promised an article on "How Many School-Age Programs Are There?" Due to production problems, we're unable to offer that article in this issue.

INSIDE

On-Site Insights 2
Program Profile 3
December Activities . . . 4-5
Washington Notes 6
Supporting Parents 6

U.S. Federal Gov't Launches Website for After-School

On September 13, Vice President Al Gore announced that Afterschool Resource Fairs and a new website, **www.afterschool.gov**, are available to help working families find safe, high quality after-school programs. Both the Fairs and the website will connect schools, community groups, parents and programs with existing federal resources, to expand after-school opportunities around the country.

Under this new initiative, 15 cities and one state are holding Afterschool Resource Fairs. At the fairs, parents, providers, teachers, and interested community members will meet representatives from many federal agencies and non-profit organizations to learn more about programs and offerings that can assist children and youth. The fairs are being held in Atlanta, Boston, Chattanooga, Dallas, Des Moines, Fort Worth, Kansas City, Oklahoma City, Los Angeles, Philadelphia, Pittsburgh, San Francisco, Seattle, St. Louis, Washington DC and in the state of Vermont.

The new website gives information about more than 100 federal grant programs and resources, as well as one-

(Continued on page 7)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Survive Seasonal Stress–Part 1

'Tis the season for celebrations, family gatherings, and sharing of food and gifts. It is also the season of stress for children, parents, and program staff. Add other seasonal events like unpredictable weather and the ending of daylight savings time and you will find you have your hands full. We hope this two-part article will give you some ideas to help lessen the stress of the season for yourself and those around you as well as leave more time to enjoy all that the holidays have to offer.

The Children

Keep in mind that during the holidays the daily routine that children depend on for consistency is often disrupted. Relatives are visiting, bedtime is later, mealtimes are different, and junk food consumption is at an all time high. Add this to the media frenzy over all the new toys and you have a recipe for some seriously stressed-out kids. To help them through these chaotic weeks try these strategies:

- **Slow Down:** Tighten up your daily schedule and slow down the pace. Add more "down time": activities like story telling or repetitious projects like weaving. Play soothing, classical music during program time and have more structured activities.
- **Eliminate "I want":** Turn the focus away from the "gifts you get" to the "gifts you give." Provide opportunities for children to make a variety of gifts for the people in their lives. Add a "gift wrap center" (wrapping paper, ribbon, tape, tags, etc.) to your program space and make every project a potential gift.
- **Service Learning:** Emphasize the spirit of the season and involve your group in community service projects. Helping those less fortunate will give children a sense of accomplishment and may begin a lifelong dedication to service. Check out the October issue of SAN for service learning project ideas (and see p. 4 of this issue). A seasonal craft sale is a great project that children can work on for months. Let the children choose how the money raised will be put into service.

The Parents

Working parents are stressed enough! Now they have to entertain guests, tolerate the in-laws, find money in their already stretched budget for gifts, and attend a whirlwind of social events that will likely leave them sleep-deprived. Your program might be the one thing that is steady and consistent throughout this period.

- **Homework Focus:** Give children extra encouragement to get homework done at the program to leave more time for "family" at home in the evening.
- **Make Dinner:** We had the children prepare "boxed dinners" to take home and serve to their families. The boxes included homemade spaghetti sauce (That we cooked and poured into glass jars we saved.), uncooked pasta (Buy it in bulk at BJ's, Costco, etc.), and garlic bread wrapped in foil. The children made fancy menus and decorative labels. Parents took the meals home and heated everything up for dinner that night. Be sure to let parents know your plans so they don't spend time preparing something else for dinner.
- **Stay Open:** Consider having a "Parents Appreciation Night" and extend your hours to 8:00 or 9:00 p.m.; serve pizza and show a movie for the kids. This gives parents an opportunity for last minute shopping, a chance to have a quiet dinner with their spouse, or a chance to run errands without the kids tagging along. Require parents to sign-up for the service in advance so you can plan staffing patterns. You can charge a minimal fee if needed to cover the cost–parents will appreciate having the service available. The children will have fun and staff will have the opportunity to earn a few extra dollars for holiday shopping.

Program Profile...

(See page 3) →

Medallion's Champions Program offers typical choices of age-appropriate activities and equipment. ***(See page 3)***

Medallion's Rec-N-Rule offers a recreational program with a variety of classes and activities that is open to the community. ***(See page 3)***

School-Age NOTES

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A Variety of Opportunities Meet Many Needs

Editor's Note: *Medallion School Partnerships is a division of ARAMARK Educational Resources. This for-profit organization opened its first on-site before-and-after school program in 1989 and now operates programs in 600 schools in 22 states. This profile provides a look at just one of their school-age programs.*

On one school campus of the Woodland School District in Gages Lake, Illinois, outside Chicago, Medallion School Partnerships provides five before-and-after school enrichment programs, along with a kindergarten enrichment program, recreational programs (Rec-N-Rule), summer programs, plus an adult continuing education program.

The programs are located in four different buildings on one campus. The programs both share space with the schools, by using cafeterias and gymnasiums, and have dedicated space, with the kindergarten enrichment program having its own space in the middle school on campus. The Rec-N-Rule program is open to everyone in the community in addition to the before-and-after school programs, and with the variety of classes offered there, as many as 500 children can be involved.

Shelley Bromberek-Lambert, area manager for Medallion, says the Woodland operation is "a real working partnership. We are unique in that we offer the whole package–curriculum and staff–to successfully operate the programs. ...Woodland asked Medallion to customize an innovative educational support program and launch it quickly. It worked! We've added more programs as the district has needed them and now have a real umbrella of programs.

"[In the] before-and-after-school program called *Champions*... children have available five different activity areas with age-appropriate activities [to choose from]," Bromberek-Lambert said. "In Rec-N-Rule our children can be found participating in such activities as computers, karate, soccer, scrapbooking, crafts, art, basketball, swimming, golf, and horseback riding."

Woodland has been open to a variety of programs that meet the needs of the children and their families, including adult continuing education.

Bromberek-Lambert continued: "During the school day we have a kindergarten enrichment program for both morning and afternoon kindergarten students [*Kindergarten students in this district attend school for only half of the day-**Editor***]. Our kindergarten enrichment program is a true collaboration between our teachers and the district teachers to enhance and enrich the programs the district offers during the other half of the child's day. Middle school children can often be found in the program reading stories or helping with a craft, which has become a nice aspect of the program."

In a unique twist to this program, when school superintendent Dr. Dennis Conti decided to offer adult continuing education to the community he asked Medallion for its help. Teachers in the district conduct these classes in the evenings, which include computer training, tax preparation and quilting.

"The biggest challenges are finding space and the 'right kind of staff,'" Bromberek-Lambert said. "Woodland has worked closely with us to allow for flexibility in finding the spaces such as the gymnasiums and cafeterias for the before-and-after-school programs, and using the middle school for kindergarten enrichment."

Bromberek-Lambert said another challenge is finding qualified teachers who want "very part time work." She added however that the diverse programs at Woodland offer more variety and stability for teachers, causing less turnover. "This program is committed to its staff and their development," she said. "Managers offer regular training opportunities for staff to increase their knowledge and skills."

Communication, cited in other profiles SAN has received, is "key to this program's success," Bromberek-Lambert said. "Numerous meetings with school staff, parents, and community personnel are conducted to ensure successful programs and happy customers. Our staff hosts a monthly luncheon for all principals, the superintendent and other administrators to discuss the programs."

"Woodland has been very open to a variety of programs that meet the needs of the children and their families."

Quick Facts:

Medallion/Woodland Schools
Gages Lake, Illinois
Kelly Rouse, Director

Years in Operation: 6
Program Administrator: ARAMARK Educational Resources
Space: Shared and dedicated space in schools
No. of Sites: 5
No. of Children: 435 (total)
No. of Staff: 22 (total)
Range of grades: K-6th
Hours of operation: Before school beginning at 6:30 a.m. After school ends at 6 p.m.
Summer program? Yes
Fees: Varies depending on number of programs children attend. Minimum is $30 to $100+ per week.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700 or email sanotes@aol.com or request by mail.

Note: "Program Profile" is designed to give readers a broad sense of the range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices.

Holidays!

December is a month for holidays! Try these activities to commemorate three religious and cultural holidays celebrated in the U.S.

Hanukkah – December 4

Hanukkah is the 8-day religious holiday celebrated by those who embrace Judaism. The Star of David, with six points, is a meaningful symbol and is often used to decorate for this holiday.

The following project can simply involve cutting and gluing, or you can make it more challenging for older children with basic sewing skills:

Materials required:
-blue felt large enough to cut 2 stars
-white glue
-needle and thread (optional)
-cotton balls for stuffing
-yarn to make a loop for hanging star

Procedure:

Trace the star pattern (approx. 6 inches) onto blue felt and cut out 2 identical stars. Make a loop with a piece of yarn and glue or sew it to the one star. Glue or sew the two stars together, making sure to leave a wide enough opening to stuff with cotton. Let the glue dry for 24 hours before stuffing the star with cotton balls (but don't make very full). When stuffed, finish gluing or sewing the stars together.

Give the finished star as a gift or hang in your program or home.

Christmas – December 25

For Christmas fun try:

Reindeer Candy Canes

Materials required:
-candy canes
-chenille sticks (brown, silver, or gold)
-small wiggly eyes
-glue

Procedure:

Cut a chenille stick in half and wrap it around the "hook" of the candy cane for antlers. Glue on wiggly eyes. Add a small red pompom for a nose if you want.

Window Snowflakes

Everyone wishes for a white Christmas, and your program can have one, even if there isn't any real snow!

Materials required:
-white tempera paint
-dish soap
-paintbrush and/or sponge

Procedure:

Mix the white paint with a small amount of liquid dish soap (just a squirt or two). Adding the soap makes it easier to wash off the windows later. Use a paintbrush or sponge to decorate windows with snowflakes, snowmen, and snowdrifts.

Kwanzaa – Dec. 26-Jan. 1

Kwanzaa is the African-American festival that celebrates the "first fruits of the harvest."

To start your Kwanzaa celebration, learn to speak some words in Swahili, an African language:

English	*Swahili*
friend	mtani
mother	nina
father	abu
teacher	mkalimu
sorry	sikitika
happy	hebu
sad	huzunika
love	ashiki

Benne Cakes

Many families serve Benne cakes during Kwanzaa. Benne cakes are a West African food. Benne means sesame seeds, and eating those seeds is considered good luck. If your program has kitchen facilities, try making Benne cakes with the children. If not, perhaps a parent volunteer or staff member will prepare them at home and bring them in to share with the children.

Ingredients:
1 C. packed brown sugar
1/4 C. margarine, soft
1 egg, beaten
1/2 tsp. vanilla extract
1 tsp. lemon juice
1/2 C. flour
1/2 tsp. baking powder
1/4 tsp. salt
1 C. toasted sesame seeds

Preheat oven to 325°. Lightly oil a cookie sheet. Mix together brown sugar and margarine, beating until creamy. Stir in egg, vanilla extract, and lemon juice. Add flour, salt, baking powder, and sesame seeds. Drop by rounded teaspoons onto the cookie sheet about two inches apart. Bake for approx. 15 minutes or until edges are brown.

The Spirit of Giving

Giving to their community is a good quality to encourage in children all year round. Help get children thinking about "How can I give?" with these activities:

Give to a local preschool:

Have the kids read stories onto cassette tapes. List the stories on the insert in the tape's plastic case.

Give to the birds:

Make birdfeeders and place them in trees outdoors.

Give to community helpers:

Make holiday cards for school personnel, crossing guards, fire fighters or police officers.

Give to the homeless:

Instead of buying gifts for a holiday swap party, ask parents to send a new tee shirt or sweatshirt. Let the kids decorate with fabric paints. When dry, pack them in a box, wrap with holiday paper and deliver to a local shelter.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Gina Campellone* of Vernon, Conn.

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

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DECEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DECEMBER EVENTS	Dec. 5, 1901–*Walt Disney's* birthday. Draw your favorite Disney character.	Dec. 10, 1830–*Emily Dickinson's* birthday. She often sent poems or flowers to friends and sick townsfolk. Write a caring or funny poem and send it to a friend.	On Dec. 17, 1903 the Wright Brothers made their first successful flight. Make paper airplanes and see which fly the best.	Dec. 18, 1886–Ty Cobb's birthday. He was a baseball player famous for his batting record. Find out what his record was. Has it ever been broken? When? By who?	Dec. 21–*National Flashlight Day*. Make tents with old sheets. Pass around flashlights, dim the lights and pretend your camping out.
IS IT MAGIC?	Draw a picture with a white crayon on white paper. It looks invisible. Paint over the whole sheet of paper with watercolors and watch the picture magically appear.	Make a tube by rolling a sheet of paper. Hold it up to the right eye, and put left hand next to the tube. Focus vision on the opposite wall. You'll see a hole in your hand!	Hold two pennies between your finger and thumb. Rub them back and forth quickly. Watch the edge of the coins. You'll see a third penny!	With one sheet of construction paper each, make 3 shapes: a tent, box, and cylinder. Test which shape is the strongest by seeing which one can hold the most books.	Fill a glass with water. Put a piece of cardboard on top. Hold cardboard in place, turn glass upside down. Slowly remove hand from cardboard. What happens?
NUTS ABOUT NEWSPAPERS	With folded newspapers, cut out garlands of stars or Christmas trees for holiday decorations.	Read the birth announcements. What baby names are popular? What name would you give a new baby?	Have children read some local news stories. Are there issues the children have concerns about? Have them write a letter to the editor voicing their opinion.	Building Blocks– Tie together bales of old newspapers with cord. Make bales a size that children can move easily. Make enough to use for building forts, boats, houses, etc.	Find an interesting photo from the newspaper and have the kids make up stories to go with the photo. Then read the actual newspaper story that goes with the photo.
ALL ABOUT ME	Look in a hand mirror and draw a self-portrait.	Let kids talk, sing, or tell a story into a tape recorder. Later play the tape back and see if they can recognize their own voices.	Write your name in colorful or fancy letters across a legal sized envelope. From magazines cut out pictures of your favorite things: foods, sports, etc. and put in the envelope.	Make a nameplate by cutting the letters of your name from gift-wrap, magazines, or sandpaper and glue across a paper plate or cover of a shoebox. Be creative.	Make bookplates. Write your name on index cards and decorate with markers, stickers, etc. Paste bookplates inside the covers of your favorite books at home.
GAMES	Choose a letter and take turns calling out names that begin with that letter. (Ex: Alex, Andy, Annie) When you can't think of anymore names, pick a new letter.	*Soda Bottle Bowling*–Set up 10 empty 2-liter plastic bottles. Take turns trying to knock over the bottles with a rubber playground ball.	*Buzz*–Players sit in a circle and begin counting 1,2,3, etc. but every time a player reaches a number that has a 7 (7, 17, 27, 37, etc.) in it, he must say "buzz" instead.	*Poison*–Choose a common word (ex: I or said) and call it "poison." Everytime someone uses the word he gets a penalty point. See who has fewest points in a 10-minute period.	Think of combinations of words that go together. Say the first word in the series and let others fill in the blanks. *Shoes and* _____ *Chips and* _____
WHAT NEXT?	Act out popular nursery rhymes or fairytales.	Have two children hold a tennis ball between their foreheads. Try walking, skipping, and picking something up, without dropping the ball.	Put an elastic band around several crayons and use these "crayon bundles" to draw colorful pictures.	Play card games, such as Slap Jack or Go Fish or try to build a card house.	Make a line on the floor with masking tape. Attempt to walk the line while looking through binoculars.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

FY 2000 Begins with Funding Questions

FY 2000 began October 1 with Congress and the administration still fighting over funding for school-age care. Since Congress couldn't agree on spending levels, it passed a temporary funding bill keeping all programs at last year's levels through October 21.

As we went to press, both houses of Congress were considering appropriations bills for the Departments of Labor, Health & Human Services, and Education. The Senate measure proved more generous than the House.

The Senate bill, for instance, would double funding for the 21st Century Community Learning Centers to $400 million, while the House would provide only $300 million.

The Senate bill would provide $2 billion for the Child Care & Development Block Grant, while the House version contains only $1,182,672 billion, the same as FY 99. As usual, the Senate would earmark $19.12 million for school-age care and resource and referral. At presstime, it wasn't clear if the House version would.

Veto Dooms Tax Relief

Educational savings accounts that would allow parents to accumulate cash tax-free to pay for school-age care died for the year. So did expansion of the Dependent Care Block Grant. Congress gave up on tax relief when President Clinton vetoed a major tax bill that contained these provisions. (See Oct. SAN)

Community Service Funding Continued

The Senate also provided more money than the House for volunteer programs. The House measure funding the Corp. for National & Community Service would provide only $403 million, with no earmarks. The Senate, however, would provide $473.5 million, with $224.5 million for AmeriCorps and related volunteer programs that will work with school-age programs, $70 million in educational awards for volunteers, $5 million for the Girl Scouts of American for a project linking girls with mentors to work on community problems, etc.

New Opportunities with the Pentagon

You may get a chance to work with the nation's largest child care provider. Congress approved an FY 2000 defense authorization bill that allows the armed services to use appropriated funds to pay for licensed school-age care for enlisted and civilian military employees at private providers. All non-profits and family day care homes can participate, as can for-profits who get federal subsidies or work in public schools. The Defense Dept. could opt to contract with other for-profits. Outside providers would have to add to, not replace, current Pentagon care.

ENSAC...

(Continued from front page)

"playwork" is often used both for recreation activities and after-school care. "Play care" is also used to designate after-school care, as is "play clubs" and "kids' clubs." Staff are referred to as "play workers." Thus, the public is more aware of the term "play"as a positive activity; however, there still is the concern that parents and community do not understand the importance of play.

Do these issues sound familiar?

- shared space
- shortage of staff
- low wages
- funding cuts
- problems with regulations
- kids complaining they are bored
- more interest in older kids

There are interesting and innovative ideas happening in Europe around school-age care that future issues of SAN will report on. What always excites me about school-age conferences is the camaraderie and intensity of discussions. It truly is an exciting and amazing profession worldwide.

Book Excerpt

Giving Parents Opportunities to Help Shape the Program

by Roberta L. Newman

Editor's Note: *School-Age NOTES has recently published a new book by Roberta L. Newman ("Keys to Quality in School-Age Care") titled "*Building Relationships with Parents & Families in School-Age Programs." *The purpose of the book is to train staff on building "family-friendly" programs that both show an appreciation for and enlist the talents of the parents of children enrolled. Newman will be facilitating workshops based on this book, which comes out of her personal experience as a school-age care program director. Below are tips from one section of the book on involving parents in shaping the program:*

Provide Parents with Opportunities to Shape Their Children's Experiences in the Program:

☛ Talk daily with parents to gather information about their children's changing needs, interests, skills, and talents. Use this information to help you individualize the program for each child. Let parents know you value the information they provide and keep them informed about how you use this information to support and guide their children in the program.

☛ Provide opportunities for parents to meet with you periodically to share ideas about how you can work together to enhance their children's experiences in the program.

☛ Make yourself available to discuss parents' concerns about their children's experiences; let them know how you plan to respond to their concerns.

☛ Stay informed about the interests, talents, skills, and other resources parents may have to offer. Invite parents to share these resources whenever possible and let them know how their contributions enrich and enhance their children's experiences.

(Continued on page 7)

Happy Thanksgiving!

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Parents...

(Continued from page 6)

Provide Parents with Opportunities to Contribute to the Development of Program Policies:

- Include parent representatives on the Program Board or Program Advisory Group.
- If your program is not structured to have a board or advisory group, consider creating an informal "Parent Think Tank" which meets periodically problems, ideas for new program services, etc. Solicit volunteers for the "Parent Think Tank" and enlist their help in keeping other parents informed about your discussions. Work with parents to devise a system for rotating parents on and off the "Parent Think Tank" from year to year to ensure both continuity and a fresh flow of ideas and energy.
- Involve parents in helping you evaluate the program environment and activities. Provide parents with a checklist for this purpose.
- Invite parents to chair or co-chair policy committees as appropriate with your administrative structure.
- Use a variety of techniques to solicit parent feedback and suggestions (formal and informal written surveys, telephone surveys, feedback forms, suggestion boxes, etc.)
- Keep parents informed about community issues and upcoming decisions which may have an impact on your program. Publicize open board meetings, government forums, or public hearings on school-age child care issues so parents can decide if and how they would like to participate.
- Encourage interested parents to write letters in support of your program to legislators, newspaper opinion pages, or other public opinion vehicles.
- *Always* respond to parent suggestions and feedback. Even if you are not able to take actions they have recommended, parents will appreciate knowing you have given their ideas serious consideration.

"Building Relationships with Parents & Families in School-Age Programs" *is now available from School-Age NOTES. Price is $16.95, $14.95 for subscribers, plus $3.50 shipping and handling. For credit card orders call toll free at 800-410-8780 or 615-279-0700, or fax to 615-279-0800.*

Roberta Newman *is available for workshops. Contact her at Cape Charles Development Co., 8 Randolph Ave., Cape Charles, VA 23310, phone: 757-331-3151.*

Gov't. Website...

(Continued from front page)

stop access to federal publications. It also connects kids and teens to safe, fun and enriching government websites.

Additional information, including announcements of future federal funding opportunities for after-school programs, can be obtained at the website.

www.afterschool.gov.

Catalog Error

In our Fall 1999 After-School Catalog we have discovered a pricing error on one of our titles.

Making Make Believe, listed on page 17 of the catalog, shows a price of $12.95 and $11.95 for subscribers. The price on the order form (Item #M050) lists **$14.95** and **$12.95** for subscribers. The order form price is correct.

We apologize for the error.

SAC CONFERENCES

NEW HAMPSHIRE Nov. 4-5, 1999
PlusTime NH Annual Conference, Center Strafford
Contact: 603-798-5850

MAINE Nov. 5-6, 1999
6th Annual SAC Conference, Portland
Contact: Lori Fried, 207-772-5467

NEW JERSEY Nov. 5-6, 1999
Annual SAC Conference, Basking Ridge
Featured Speaker: Rich Scofield
Contact: Silvia Canabal, 973-597-1050

VIRGINIA Nov. 5-6, 1999
6th Annual VASACC Conference, Fredricksburg
Contact: Ginger Tomlinson, 540-363-2293

CONNECTICUT Nov. 6, 1999
CT SACCA Annual Conference, Colchester
Contact: Susan Krampitz, 860-349-7085

NORTH CAROLINA Nov. 19-20, 1999
10th Annual NCSACCC Conference, Raleigh
Contact: Shelley Gardner, 919-515-9569

COLORADO Nov. 20, 1999 **New Listing**
9th Annual SAC Conference, Denver
Contact: Sarah Grant, 303-422-9037

MISSOURI Feb. 11-13, 2000
MOSAC Conference, Osage Beach
Contact: Mary Baker, 573-884-2582

MINNESOTA Feb. 25-26, 2000
MnSACA Conference, Minneapolis
Contact: Phyllis O'Brien, 612-502-5135

WISCONSIN March 10-11, 2000
WISACA Annual Conference, Neenah
Contact: Dawn Ahoto, 608-848-1329

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

OHIO Aug. 3-5, 2000 **New Listing**
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

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PERIODICALS

November 1999

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

On-line Financing Resources

To find out about funding sources for your after school initiative, as well as how to build partnerships and mobilize communities, go to:

www.financeproject.org/osthome.htm

The website is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project with support from the DeWitt Wallace-Reader's Digest Fund. These tools and resources are intended to assist policy makers, program developers and community leaders in developing financing and sustainability strategies to support effective out-of-school time initiatives.

The Responsive Classroom®

The Northeast Foundation for Children has various resources for teachers and other caregivers of children with an emphasis on integrating the teaching of social skills along with academic skills. There is a newsletter along with books and tapes they publish and resources from other publishers, such as *Transition Time* and *Teaching Peace*.

For more information about this organization and their resources, call 800-360-6332 or email to info@responsiveclassroom.org. Or check out their website at:

www.responsiveclassroom.org

Name Change of Note

We've just learned that the school supplies catalog retailer, **Discount School Supply** has changed its name to **earlychildhood.com**. Their website is available at the same name and is said to set an industry standard.

Online Art Resource

An extensive website full of art and crafts ideas for early childhood and school-age care can be found at:

www.kinderart.com

This site offers art lessons in a variety of styles and media, including architecture, drama, folk art, multicultural, printmaking, recycling, seasonal, textiles, and more. Multiple links are included, for example, under "Multicultural" you can find a lesson on Native American art. An artist from the Objiwa tribe is featured, then you can link directly to a more complete website featuring this artist.

The website features a multitude of arts and crafts, bulletin board ideas, holiday art ideas, plus hints for parents on where children are developmentally, and much, much more.

Volume XX #4 The Newsletter for School-Age Care Professionals December 1999

School-Age NOTES

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Do the Macarena!

School-agers at The Centre's summer overnight camp on Paget Island in Bermuda step lively to "The Macarena." (See Program Profile on p. 7.)

A School-Age Mentoring Program

by Sue Dion

There is a growing consensus throughout the school-age care field that the goal of providing quality after-school care for children and youth cannot be realized without providing basic program support and without addressing the professional development of caregivers. In an effort to address these needs, Minnesota launched a School-Age Care Mentoring Program modeled after the U. S. Coast Guard Mentor Program and experienced teacher-novice teacher mentor programs. The MN SAC Mentoring Program is designed to pair representatives from new programs with mentors experienced in school-age care (SAC).

Currently, no preservice requirements exist for legally unlicensed MN SAC providers. Often providers are hired to work having received no (or minimal) SAC-specific training or course work. Once on the job, many providers are geographically isolated, and work with little or no supervision and guidance. Program leaders may have little or no experience developing and running new and expanding programs. As existing programs grow and flourish, there is a need to increase the sophistication of the program operations and provide improved service delivery.

The MN SAC Mentor Program was designed to support and enhance viable community SAC programs, as well as develop a sense of connectedness to counter geographic and professional isolation. The project is funded by federal child care and development funds and all organizations receiving federal SAC start-up grants are required to participate in this mentoring project. For the purpose of the MN program, mentoring interactions are structured to be goal-oriented and fall somewhere in between informal casual relationships and highly structured, intense interactions.

Although Minnesota has been essential in the fiscal support of the Mentoring program, other interested professionals across the country have discussed customizing similar but less expansive mentoring programs. Creative ideas for

(Continued on page 6)

INSIDE

On-Site Insights. 2
Inebriated Parents 2
Creating Privacy 3
January Activities 4-5
Profile in a Box 7

Y2K Could Close Schools

Have you set up staffing contingency plans if your school or feeder schools to your center are not Y2K-ready on Monday, January 3, 2000 and the schools end up closed, requiring all-day programming until schools can reopen?

This potential crisis could affect any of the programs that serve 5,000 school districts (36% of all districts) that an Education Department survey found unprepared to fix date-sensitive computer systems.

The AP news report of this in late October said, "Y2K-related failures in schools could shut down heaters, possibly causing frozen pipes to burst, blackout school security cameras, block access to student and payroll records, or shut off cafeteria freezers." However, all schools in the survey pledge to be ready January 1.

What Should You Do?

1. Find out from schools you serve if their systems are Y2K-ready both in the administrative offices and at the school-site level.
2. Ask if only the administrative offices are affected will schools still be closed.
3. If there is any concern that schools may be closed, start lining up help for all-day programming, such as college students home until mid-January.

On-Site Insights

by Jennifer Glazier & Cara Gordon

Survive Seasonal Stress - Part 2

In November, part I of this column on alleviating seasonal stress focused on tips for helping the children and their parents cope with the changes in routines due to the holidays. This month's column looks at tips for helping program staff and other support personnel.

The Program Staff

- **Money Talks:** After polling our staff, it became clear that the most appreciated seasonal "gift" is a cash bonus. Be creative; reassess your budget; hold a fund raiser; get your parents involved.
- **Other Options:** If a bonus is not possible, consider creative alternatives like a paid day off (scheduled in advance) or allowing staff to leave early when possible.
- **Daily Reminders:** Notes of appreciation included with their paycheck as well as small gifts (candy, humorous toys, etc.) in their mailbox throughout the season go a long way to help alleviate the stress of the daily routine.
- **Staff Survival Kit:** A popular "gift" for staff is a "staff survival kit" for each site. This kit includes handy items like aspirin, chewing gum, a mini sewing kit, dental floss, handi-wipes, etc.—all the things that you might need on a daily basis, but never seem to have. Keep it humorous and let them know you recognize the chaotic nature of their job.
- **Program Gifts:** When individual gifts are not possible, try a program gift. The staff will appreciate the opportunity to choose how some program budget money is to be spent and will choose games, supplies and equipment that ultimately make their job more enjoyable.

The Others in Your Community

Don't forget all the people in your community that you work with on a regular basis. Everyone appreciates being appreciated at this time of year (and every other month!).

Home-baked goodies (delivered by the children) to your bus driver, your school principal and secretary are a nice reminder of how much you appreciate their continued support. Under no circumstances should you forget the building custodians! (What would we do without them?) Teachers with whom you share classroom space need particular attention. A gift of equipment or supplies is always welcomed.

From Us to You

Our holiday wish for you is a season free of school cancellations, (unless it means a day off for you too!); stomach flu outbreaks with messy consequences; and parents who "forget" you close at 6 p.m. Best wishes from both of us for a happy and productive New Year! -sg

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Dealing with Inebriated Parents

During the holidays parents sometimes participate in office parties that may include alcohol, and there's a chance a parent could have had too much to drink before picking up his/her child. Or there may come a time when a child enrolled in your program has a parent who abuses alcohol. Linda Sisson, executive director of the National School-Age Care Alliance has some thoughts on the subject that she posted on the SAC-L.

"[This is] an extremely important (and difficult) issue. Staff in after-school programs need to be prepared in advance to deal with intoxicated parents who come to pick up their children.

"When I ran a large after-school program we developed a detailed procedure for staff to follow when they observe that a parent is intoxicated and are concerned about the child's safety. We developed the policy (after floundering through a number of situations) in cooperation with our community police officer. Please contact your police department to discuss how you should handle this kind of situation. They can help clarify your responsibility in terms of reporting to the police and when you need to report to child protection. They also can advise you about what you should and shouldn't do.

"What we found most helpful was to provide staff with specific examples of what to say: 'It appears that you've been drinking and I'm worried that it's not safe for you to drive. Can I help you get a ride?' and 'Because I'm concerned about you and your child's safety if you drive, I'm obligated to notify the police.'

"...our police advised us that 'If staff smell alcohol on a parent's breath, but otherwise the behavior is basically normal, staff are under no obligation to do or say anything.'

"Again, it's really important to prepare staff in advance so that they don't avoid the situation or over react to the situation. When you've developed your policy, put it in writing for staff and go over it with all new staff." -sg

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A School-Ager's Need for Privacy

Editor's Note: The following article is excerpted from **Half A Childhood, Quality Programs for Out-of-School Hours, 2nd Edition, Completely Revised**, *by Judith Bender, Charles Flatter, and Jeanette Sorrentino. This revised edition of the first book ever published by School-Age NOTES is expected to be released early next year.*

Maturing school-agers are social beings who want to be with other children their age and to be like other children their age. But their quest for self is never lost as they struggle to find and define their identity through others and as they struggle for acceptance and approval.

Privacy and the maturing sense of self

The process of growing up as a unique individual requires a certain amount of privacy. It requires solitude to think one's own thoughts, enjoy one's own company, and entertain oneself without interruption or the need to share. It requires privacy to develop one's own resources (creative thinking, reading, music, and art) and to improve performance without fear of ridicule. Many such nonsocial activities help build the child's capacity to become a self-sufficient human being. Private time and private space may be needed by children to define themselves, become more interesting persons, so that ultimately they can reach out to others with something to offer.

If given the privacy they wish, children become unique persons with an enhanced capacity for developing friendships. As they enrich themselves, they enrich others. They combine, then, the striving for friendship with the developing self. For this to occur, we need to give children time for themselves. As adults who control their time and space, staff need to understand the importance of privacy in the process of growing up and learn to recognize privacy-seeking behaviors.

Privacy and Relaxation

Privacy allows children time to get away from constant social stimulation. It allows a way to withdraw from activities with expected standards of behavior, to take a break from responding to directions from adults, conversations with peers, and the constant need to share materials. It may be a time to sulk if youngsters are unhappy, to pull themselves together if they have been hurt physically or emotionally, to renew energy so they can merge back with others, strengthened and refreshed. Privacy can allow children an unpressured way to assess their past actions — to recall what they've said or done and figure out whether it worked the way they wished. Privacy can allow time for deciding what to do next. It is sometimes easier to think through a social encounter when one is not still in the midst of it.

Privacy is *not* to be equated with discipline methods that remove a child from a situation. [A] child's own need for privacy must not be confused with isolation mandated because of inappropriate behavior.

The amount and type of solitude a child wishes is quite an individual matter. A child without siblings and living in a spacious home may have enough private opportunities in the home setting, so they may relish the continuous companionship of the many other children in a program. Yet another child from a similar home, used to private moments and private places, may continue to need such solitude. A child from a crowded family setting may find the program's additional stimulation too much and may become disruptive or retreat with privacy-seeking behaviors. Yet another child, used to groups of people, may be perfectly comfortable with constant group interactions.

Privacy is *not* to be equated with discipline methods that remove a child from a situation. If an adult uses privacy areas as solitary-confinement areas for punishment, then the positive aspects of individual or small-group privacy are destroyed. The child's own needs for privacy must not be confused with isolation mandated because of inappropriate behavior.

Creating privacy

Private spaces can be created by both adults and children. They may be permanent or temporary. Private places may be for one child or a small group. They may contain activities, or they may be empty areas into which children bring an activity or simply bring themselves. Listed here are a few ideas for creating privacy places in both home and center care and are easy to create, rearrange, dismantle, and use in a variety of ways. ☆

Private Spaces

- Sheet or bedspread over a table to create a tent
- Real pup tent or teepee
- Large blocks and boards to create temporary spaces
- Refrigerator boxes that can be made into a playhouse
- Arranging furniture such as bookshelves or sofas to create private areas
- Bean bag chairs or large easy chairs in a corner of the room
- Tree houses
- Platform spaces children can climb up into
- Cardboard partitions
- Individual mats or rugs, cots, or sleeping bags

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Y2K is Here!

Over the years, science fiction writers have predicted that life would be very different in the year 2000. Some of those predictions are listed below. Discuss with the school-agers how accurate these ideas were:

- Rocket planes that take business people around the planet in an hour.
- 20 hour workweeks.
- Artificial meat (made from algae or soybeans) that tastes exactly like the real thing.
- Speedy moving sidewalks to transport urban commuters.
- Laundries that wash, dry and fold your clothes in seconds.
- Slower aging, longer life spans and routine transplants of all body parts.
- Multilevel city streets to eliminate traffic jams.
- Underground picture windows with computerized view screens that simulate outdoor scenery.
- Mechanical pets.

(Source: "Millennium Book" by Gail and Dan Collins)

Dr. Martin Luther King, Jr.

Each year on the third Monday of January, the U.S. celebrates the birth, life and the dream of the Reverend Dr. Martin Luther King, Jr. The first national celebration of Dr. King's holiday took place on January 20, 1986. This year's celebration will be on January 17, 2000.

Martin Luther King Day is a time for remembering Dr. King's fight for the freedom and equality of all races and his message of using non-violent means to promote change.

During this week hold a discussion with the school-agers about Dr. King's life, his mission, his hopes and dreams for this nation.

There is a website with resources for making this holiday more meaningful : **http://martinlutherking.8m.com/**

Anagrams

An anagram is a word or phrase in which the letters are mixed up to spell a new word or phrase. For example, the phrase "It's a snowy day" could become "Yay, it was Don's." (Every letter from the first phrase is used in the second.)

Have the kids to create anagrams out of their names. "Catherine" might become "Cheer a tin." "Roberta" could turn into "Bore rat." Once the kids get the hang of making anagrams, they can move on to longer words or phrases.

Don't worry if your made-up phrases are silly or don't make sense. That's all part of the fun!

Fork & Spoon Puppets

Give each child a plastic spoon or fork. Use cotton, yarn, foil, or small bits of paper to design hats, hair or facial features. All of these items can be taped to the utensil or glued with a glue gun.

For a different art experience, try using small pieces of clay to make eyes, nose, mouth, hair, and more. The clay pieces can be stuck directly onto the spoon or fork.

For kids who like to sew, simple clothing can be made out of small scraps of cloth and tied onto the handle of the utensil with yarn.

Have a puppet show with your new puppets.

Globe Spin

On those snowy or otherwise yucky January days, take an imaginary vacation. Here's a unique way to find a destination:

Have one child take a turn spinning a globe (or you could use a map if you don't have a globe, but don't spin it!). As the globe is spinning, the child closes his eyes and puts his finger anywhere on the globe. Whatever country or region the child points to is your imaginary vacation destination.

Spend some time discussing the chosen place on the globe. Ask the children what they know about the customs, food or dress of that country. What is the weather like there? Do they speak English or another language (or more than one language)? Is there anything special you would need to pack if you were going to take a real vacation to this place?

Secret Handshake

Let the school-agers invent their own secret handshake. Here's an example to get you started:

- Shake hands twice
- Turn around once
- Touch elbows together
- Stomp feet twice
- Shake hands again and wave at your partner

Your secret handshake can be a fun way to greet each other in places other than the school-age program, to make up after a disagreement or to say good-bye at the end of the day.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JANUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
THE YEAR 2000	Have a belated New Year's Party. Celebrate the new century with M&M cookies (MM = 2000) and use your imagination to make a special "Millennium" punch.	Ask kids to write down what they think "Y2K" stands for. *Answer: Y=year; 2=2; K=kilo, which is metric for 1000.*	Talk about what people thought life would be like in the year 2000. (See page 4 for some predictions). Watch an old sci-fi movie.	What will life be like 1000 years from now? Let children write or draw their predictions.	Celebrate the year 2000 by trying to collect 2000 of something such as pennies, bottle caps, aluminum cans for recycling, etc.
JANUARY DAYS	January 3 – The first electric watch was introduced in 1957. Ask families for donations of old, broken watches. Take them apart to see what makes them tick.	January 4, 1785 – Birthday of *Jacob Grimm*. He and his brother Wilhem collected fairy tales like Hansel & Gretel, Snow White, etc. Act out one of these tales.	January 19, 1839 – Birthday of French impressionist painter *Paul Cézanne*. Find examples of his paintings. Try to imitate his style with your own paintings.	January 27, 1948 – Birthday of Russian ballet dancer *Mikhail Baryshnikov*. Invite a ballet instructor or performer to demonstrate dance techniques.	January 28 – *National Kazoo Day*. Place waxed paper over one end of a cardboard tube and secure with a rubber band. Hum into the other end.
FORKS & SPOONS	Make fork and spoon puppets. See page 4. 	*Forkweaving*: Weave pieces of colored yarn through the tines of a fork. 	*Ping-pong Carry*: Carry a ping-pong ball on a spoon. Have a relay race. Make the game more challenging by adding a blindfold.	Paint with plastic forks instead of paintbrushes to create a unique masterpiece.	Spoons have long been used as musical instruments. Learn how to play!
BUILD IT SMALL	Begin building a miniature version of your city, town or geographical area. Store the diorama on a sturdy piece of cardboard or tray that can be moved if needed.	Collect boxes, cardboard tubes, styrofoam trays, wooden sticks, tape and other odds and ends. Use these to construct buildings, trees, or other structures.	Make attractive signs for each building or structure, labeling it so that other people will know what has been built.	Add tiny people, pets, farm animals or other creatures. Think creatively about ways to make these creatures using materials that have been collected.	When the project is completed, take a picture of it with the "architects". Have a party to show off the accomplishment to families.
IN THE BAG	Place a number of common objects into a paper bag. Have the kids reach inside the bag and, without looking, identify all the objects.	Send home a paper bag with each child. Ask for a different object to be sent back in the bag each week: a photo, a scrap of paper for the art corner, etc.	*Paper Bag Masks*: Cut eye and mouth holes in large paper grocery bags. Kids can decorate with markers, crayons, and scraps of felt, cloth, or construction paper	*Paper Bag Snow Fort*: Stuff large paper grocery bags with newspapers. Tape shut. Paint white and stack bags on top of each other to make the walls of a fort.	*Paper Bag Puppets*: An old favorite - add special treasures like buttons, beads, and ribbon to make these puppets unique.
NUMBERS	Give each group of children a phone book. Call out a number. Challenge the children to find a telephone number that adds up to that number. *(Source: 365 TV-Free Activities by Steve & Ruth Bennett)*	Divide the group into two teams. Call out a number. The teams race to spell a word with that many letters.	Call out a number. The kids find something that has that many parts (Ex.- a chair has 4 legs). The game gets more difficult as the numbers go higher.	Count it: Go around the room and count how many ?there are: How many windows? Red-haired boys? Crayons? Cracks in the floor?	Chart how many days there are until upcoming special events. Kids' birthdays, holidays or local events, etc.

Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

HUD & Community Service Funds Coming Your Way

Over the next year a variety of federal grants are coming up. President Clinton signed an FY 2000 spending bill for the Corp. for National & Community Service (CNCS) and Dept. of Housing & Urban Development (HUD) with funding school-age programs can use.

Sometime next year, HUD will award competitive grants for the following purposes. It defines enhancing security and fighting drug use liberally–school-age programs that provide safe and nurturing programs for at-risk youth do the trick:

Community Outreach Partnerships: $8 million for colleges and universities to help communities meet social needs such as school-age care.

Historically Black Colleges & Universities Program: $10 million earmarked for minority institutes of higher learning for the same purpose as above.

Public Housing Drug Elimination Technical Assistance Program: $4.5 million for training, technical assistance and assessment to run after-school activities designed to prevent conflict.

New Approach Anti-Drug Program: $20 million for grants for public and other low-income housing projects for youth activities that enhance security.

Capacity Building for Community Development & Affordable Housing: $16.25 million with $4 million earmarked for rural and tribal areas to provide technical assistance to start SAC programs.

Supportive Services for Public Housing Residents: $55 million for activities including establishing SAC programs.

Civilian Community Corps: $18 million for groups of young people to engage in short-term projects such as renovating facilities for school-age care.

School & Community-Based Service Learning Programs: $43 million.

Also, the Girl Scouts of the United States get $5 million for the P.A.V.E. the Way (Project Anti-Violence Education) project.

Mentoring...

(Continued from front page)

implementation have included:

Inter-program mentoring–Formal mentoring assignments are made between individuals who work in the same program. Partnerships are easy to facilitate and partners often work at the same site.

Inter-agency mentoring–Agencies that have several sites assign mentor-mentee pairs. The partnerships are conducted within an agency, with partners from different locations.

Cross-agency mentoring–Mentor and mentee pairs are assigned among cooperating programs. Two supportive programs agree to support mentor-mentee matches.

What We've Learned

Essential components:

- Well-conducted training
- A person in a coordinator position (neither a mentor or mentee)
- Mentor-mentee relationship should last at least 12 months
- Clear program goals that address the roles of the mentors and mentees
- Documentation of goal-oriented mentoring sessions
- Support by administration for setting aside meeting times
- Identification of state and local resources
- Identification of professional connections
- Availability of culturally specific mentors

Where We are Now

We've just ended year three of the MN SAC Mentoring Program. Along the way we have forged some unique partnerships with early childhood mentor programs in Child Care Resource & Referral agencies and the MN Licensed Family Child Care Association. We have systematized mentor training in Minnesota among early childhood, registered family providers and school-age programs. The mentor course work is also available for college credit.

In the SAC program we currently have 35 mentors matched with 117 mentees. We estimate that through our grant we have served over 5,000 children. We have identified that each mentoring relationship is different, with unique needs, but that as coordinators we are responsible for identifying the common ground and designing support systems to enhance all relationships.

With this in mind we continue to develop both printed and virtual resources. Our manuals are continuously updated, and our Internet resources are often restructured. Visit us at www.mentoring.csp.edu or contact Ron Lykins at Concordia Univ. Department of HSPD, 275 Syndicate St., St. Paul MN 55104. Telephone: 800-211-3370 or 651-641-8860.

Sue Dion is an associate professor at Concordia University in the Dept. of Human Services and Professional Development.

What is Involved in Setting Up a Mentor Program?

Step One – Recruitment of Mentor Candidates

- Program criteria are established
- Mentor candidate criteria is established
- Recruitment plans are formalized

Step Two – Selection/Instruction of Mentor Candidates

- Mentoring training geared toward developing skills that support and enhance viable community SAC programs available regionally
- Instruction process includes mentor-only training, mentor-mentee training
- Training manuals that include forms and procedures are shared.

Step Three – Matching of Mentors and Mentees

Mentor-mentee matches are based upon the following criteria:

- Personal request
- Regional proximity
- Program compatibility with mentor skill
- Virtual computability (some of the geographically isolated individuals mentor through the Internet)

Step Four – Ongoing Mentor Support and Program Responsibilities

- Stipend reimbursement for mentor travel and services (unless program is voluntary)
- Design and support of virtual mentor resources that include: open chat discussion rooms, list serve, mentoring home page and threaded discussion area
- Telephone support as needed from some type of program coordinator
- Quarterly reports of mentoring activity submitted to a coordinator
- Optional participation in 1/2 day Mentor Institute
- Monthly optional training sessions for mentors

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Profile in a Box:

The Centre Latchkey Afterschool Program

Hamilton, Bermuda
Deeanda Bannister, Supervisor

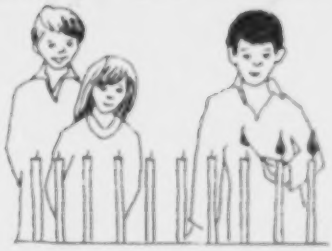
Years in Operation: 20
Program Administrator: Dept. of Youth, Sports, Parks & Recreation
Space: Dedicated space–community center
No. of Sites: 3
No. of Children: 30 at each site
No. of Staff: 2 at each site
Hours of operation: 3 - 6 p.m.
Summer program? Yes, 6 week day camp and 1 week overnight camp
Fees: $2-$3/day; summer day camp: $30-$50 per week; overnight camp: $70-$100
Dimensions of Program: Part of a larger community program for ages 5 through adults.
Activities: Arts/crafts, sports, cooking, homework assistance
Special challenges: parental participation; collecting fees
How have you addressed these challenges? Encouraging parent involvement; collecting total fees in advance

To be considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700, request by mail, or email sanotes@aol.com.

Note: "Program Profile" is designed to give readers a broad sense of the range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices.

Program Profile Changes

As we refine our new monthly feature, **Program Profiles**, we've made some slight editorial changes. On alternating months we'll have the shorter profile, as below, now called "Profile in a Box." The longer features will be a full page article that also includes a "Quick Facts" box.



New Year Sees Sub Price Increase

Renew at Old Price Now!

Effective January 1, 2000, there will be an across the board price increase for subscriptions to School-Age NOTES.

One-year subscriptions will increase by $2, reflecting a mere 16¢ per issue increase and the first increase in over 3 years.

Two-year subscriptions increase by $3, but reflect a savings of almost $4 from buying two 1-year subscriptions.

The new subscription prices are:

	1 Year	2 Years
U.S.:	$26.95	$49.95
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Foreign:	$31.95	$59.95

Take the opportunity to renew your subscription at the **1999** prices by **December 31**. Complete the order form below and return by **December 31** with payment and we'll renew your one or two year subscription at the lower 1999 prices.

SAC CONFERENCES

MISSOURI Feb. 11-13, 2000
MOSAC Conference, Osage Beach
Contact: Mary Baker, 573-884-2582, Barb Brown, 573-884-1917

KENTUCKY Feb. 25-26, 2000 **New Listing**
KYCSACC Annual Conference, Louisville
Contact: Carole Holt, 502-624-8391

MINNESOTA Feb. 25-26, 2000
MnSACA Conference, Minneapolis
Contact: Phyllis O'Brien, 612-502-5135

TENNESSEE March 10-11, 2000 **New Listing**
11th Annual TennSACA Conference, Nashville
Contact: Tonya Bryson, 615-298-4040

WISCONSIN March 10-11, 2000
WISACA Annual Conference, Neenah
Contact: Dawn Alioto, 608-848-1329

CALIFORNIA April 6-8, 2000 **New Listing**
18th Annual SAC Training Conference, Pasadena
Contact: CSAC, 415-957-9775

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

Conference Listings

When requesting that a SAC conference be listed in this column, keep in mind that our publication schedule operates 4-6 weeks ahead. For example, this December issue went to press at the end of October. Please send information several months in advance, ideally, as soon as the conference is scheduled and you have a location and a contact person. Fax pertinent information to 615-279-0800.

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PERIODICALS

December 1999

Celebrating
20 Years
1980-2000
of service to the
school-age care field!

RESOURCES

Gramma Sandy Discipline Kit

Front Row Experience is again offering a discipline resource kit called *Gramma Sandy Wants to Help* free to SAN readers.

The kit, a $15 value, is designed to help children in grades 4-10 resolve their own discipline problems. A child who causes a problem completes a Problem Solving Worksheet answering questions like "What did I do?"; "Why did I do it?"; "How can I fix it?" "Gramma Sandy" provides a variety of answers to these questions on cards that the child can choose from, thereby not getting stuck on trying to articulate the problem. An additional component of the kit is another worksheet the child completes if he broke his contract, with additional options.

Front Row Experience is offering the kits free for a limited time. The only cost is for shipping at either $2 per set for bookrate or $3.20 per set for priority mail. There is no limit on how many sets you can order, but if you want many copies, it's recommended you call Front Row to verify they have the quantity on hand and to get the correct shipping costs.

The offer is good only until the January issue of SAN is published. So act quickly and call Front Row Experience at 925-634-5710 or email them at service@frontrowexperience.com.

NBCDI Calendars

The National Black Child Development Institute have their year 2000 Calendar of Black Children available for sale at $12 each. The calendars feature historical dates of African-American achievements and inspiring poetry and guiding words to encourage children.

To order, call toll free at 800-556-2234 for credit card orders (outside U.S. call 202-387-1281). Or send your check for $12 for each calendar to NBCDI, 1023 Fifteenth St, NW, Suite 600, Washington DC 20005. Shipping and handling costs need to be included, and start at $1.75 for one calendar. For multiple orders call for the exact shipping charges.

Kids Biz Resource

We've reported before on KidsWay, Inc., an organization dedicated to helping school-agers develop and run their own businesses. KidsWay publishes *Young Entrepreneur* magazine and has other resources for teachers and kids on starting and running a business.

The organization also holds an annual Business Plan Competition. Rules and entry forms for the 2000 contest are available at Office Depot stores. More information about the contest and other business resources can also be found at **www.kidsway.com** or call 888-543-7929.

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School-Age NOTES

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National Developmental Outcomes Explored

by Charles Pekow

So how do we know how well school-age programs really work? Not just by providing safe havens before-and-after school, helping with homework and providing fun activities–more importantly, how do specific programs contribute to children's long-term development into responsible, caring and productive adults?

It seems the field needs better information than it currently collects, to know better what to do and to convince parents, schools, government and others to open their wallets to providers. So the National Research Council's Board on Children, Youth & Families and its Forum on Adolescence have created a Committee on Community-Level Programs for Youth (CCLPY) to examine evaluation of school-age programs.

University of Michigan Professor Jacquelynne Eccles chairs the panel. Of 15 members, 11 come from universities. No providers are included. The panel is spending a year reviewing existing programs and efforts to assess them. The committee hopes to identify model programs. It plans six meetings and a report.

At the first meeting in October, "We started thinking about what we need to know," explained CCPLY Program Officer Jennifer Gootman. "We'll explore at the next workshop whether evaluations inform us as to whether youth programs are helping kids reach developmental objectives."

"We won't grow. People won't invest in the field without high quality evaluation. We must build an evaluation strategy for this arena which [consists]of more than just evaluations of particular program modules. The strategy has to cut across modules," said Heather Weiss, director of the Harvard Family Research Project. "We need to understand the relationships between input and outcomes." This means, Weiss says, the school-age profession needs to agree on a database, criteria, and a strategy for examining effectiveness. Specific evaluators can choose among the criteria depending on what outcomes it is looking for.

...When given limited funds and time, evaluators will grab data easily available, usually test scores. But standardized evaluation tools can't gauge the complexities of programs.

"Evaluation has tended to look at negative characteristics; when they are not reading at grade level, not graduating from high school, not working together with peers," and becoming delinquents, Gootman noted. "It is interesting to look at positive indicators. Can we look at if a young person engages in clubs and activities? If they're participating in family activities? Are they taking leadership roles at school? Are they setting morals and values–not a specific set, but in general? Do they have opinions on their own set of morals and values? Do they have a clear identity? Do they have objectives in their life? They are very hard to measure."

(Continued on page 6)

INSIDE

On-Site Insights. 2

South Dakota & SAC. . . . 2

Program Profile 3

February Activities 4-5

NAEYC 2000. 6

Read Tomorrow's News About Y2K Today!

Want to follow ahead of time how the Y2K computer "bug" may affect a country? Australia is 16 hours ahead of Eastern time in the U.S. (17 hours Central, 19 hours Pacific, etc.). So you can get online with Australia's public television (www.abc.net.au) on Friday evening (Dec. 31) to find out what's happened on Saturday morning. On Saturday, which will be Sunday in Australia, you should get a full report of Saturday's events. And on Sunday evening you should get the crucial information about how businesses were affected on Monday morning.

For newspapers, try the "Sydney Morning Herald" (www.smh.com.au). The news organizations in Australia will probably report on other developed countries such as Japan and New Zealand, who are similarly ahead by the zone.

While many in school-age programs in the U.S. will want to know how school systems are affected, they will have to get that information from northern hemisphere countries since Australia and New Zealand schools will be on summer vacation. ⇒

On-Site Insights

by Jennifer Glazier & Cara Gordon

Find It Where You Least Expect It!

People who attend our workshops on After-School Programming often ask us, "Where do you get all your ideas?" The answer is deceptively simple. *Everywhere*. This is not to say we are constantly *looking* for ideas, just that when one comes our way, we're ready for it. How often have you thought of a great idea, but couldn't remember it when you got to work? Have you ever looked at a craft item you saw in a store and thought to yourself, "My kids can make that"? Some days, the creative ideas just flow forth, unstoppable. Other days, (usually when you need it most) you can't think of a single thing to do.

The key to collecting and actually using new ideas is two-fold:

✓ Since you never know when a brilliant idea will come to you, first you need to have a system in place to record and develop your ideas whenever you are so inspired.

- **Jot it down.** Simply keeping a small "assignment notebook" or a stack of three by five cards handy to jot down notes will make remembering them easier. For those "high tech" people out there, an electronic organizer or mini-voice recorder works well.
- **Share and compare.** When you get a new idea, even if it is not completely developed, share it with a colleague. They may have a similar idea, or an alternate way to make something. Shared "brainstorming" frequently produces numerous, quality ideas that are all linked or related.
- **File it away.** Keep track of your ideas from year to year. Keep a file of all your activities–whether or not you tried them with your group. Your program will change from year to year and even a less than successful activity can have a new life with a different group of children. Keep a photo album.

✓ Second, you need to open your mind and not limit yourself to the standard 'resources" like activity books and craft kits. Although these are very helpful, there is so much more to be discovered.

- **Remember when you were a kid.** Some of the most successful activities include age-old practices like fort building, inventing your own games, and performing skits and stunts for each other.
- **Carefully observe your group.** What are the children doing in their "unstructured time"? Can you expand upon their ideas and create a club or a theme?
- **Don't Limit Yourself.** Do you only buy program supplies from the "teacher catalogs" or the local craft store? Some of our favorite places to shop (for ideas as well as supplies) include bargain outlets, garage sales, and community craft shows. Our absolute favorite and most successful place to buy program supplies for creative, economical activities is our local hardware store. For this issue, the adventurous editors of *School-Age NOTES* have allowed us to dedicate the entire *Activities* and *Ideas Corner* pages (pp. 4-5) to this tremendous resource.

In a field where turnover is high and burn-out a real possibility, keeping the programming ideas you present to your group fresh and exciting is important not only to the children, but to YOU. Take good care of yourself and give yourself permission to go out on a limb and try something new. Your energy and enthusiasm will be contagious.

Happy New Year!

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

SD Gov. Jumps on SAC Bandwagon

Plans one at every school before he leaves office

In a November 16, 1999 editorial, The Sioux Falls, SD "Argus Leader," South Dakota's largest circulated newspaper, praised Gov. Bill Janklow's efforts in the area of school-age care. He has called for an after-school program in every school before he leaves office.

As this Sioux Falls paper explained, "The ailing farm economy has only compounded child care problems for many South Dakota families. To supplement low livestock and grain prices, both parents are seeking employment in town, leaving their children to fend for themselves after school."

The editorial pronounced, "The situation underscores the pressing need for more after-school programs. Who better to have champion the cause than Gov. Bill Janklow? The governor said earlier this year that he would spend his final term working to improve the lives of South Dakotans, specifically children. He cited after-school care programs as one way to do that.

As detailed in the paper, in 1998 "the state provided 23 grants to districts for after-school programs; [in 1999] 32

(Continued on page 6)

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Encouraging the Process

The "A Time for Me" Extended Day Program in Salinas, CA, a school-age program set in two public schools of the Washington Union District, offers its 117 school-agers a variety of activities that emphasize the process as opposed to the result.

Sue Kelley, director of the program, offered the following information explaining the way their program works:

"[We] offer students the opportunity to choose what activities they want to do inside or outside…but the students do not have to participate unless they choose to do so. They can choose to just play or interact with friends."

"[Activities consist of] anything that emphasizes the process. We prefer activities that allow our children to be as creative as possible." *—Sue Kelley*

"The rooms at both sites are set up for age-appropriate games, puzzles, Lego materials, blocks, dramatic play area, quiet area, a self-help art cupboard etc. The staff plans the activities with suggestions from the students. These consist of arts and crafts; food-related/cooking activities; science activities; or anything that emphasizes the process. We prefer activities that allow our children to be as creative as possible."

"At our older students site (4th-5th grade) we offer looms for weaving, sewing machines, leathercraft, and other age-related activities. The students enjoy the game tables that offer mini pool, ping pong, and air hockey. At this site a mandatory 30 minute homework time is required later in the afternoon."

The "business" aspect of the program is, according to Kelley, "totally self-supporting from the tuition paid by parents. For the most part, our parents

School-agers work on an art activity at "A Time for Me," just one of the many process-oriented activities available.

are very cooperative. We run the program like a business–our policies are in place whenever we need them."

"In areas of behavior management, we rely on redirection–it works well for us," Kelley said. "When serious issues arise the staff talks with parents and enlists their help. We do have a behavior management plan in place to help a child (with the cooperation of the parents) modify behavior."

As with most SAC programs, staffing is a problem. "[It's] very challenging trying to find qualified staff," Kelley said. "Even though we pay near the top of the scale, there is not an abundance of people who want part time positions. Staff training is an ongoing event. We require a four hour inservice and afterward the seasoned staff takes the new ones 'under their wing' until they are familiar with our ways of doing things."

This program's late fee policy is strict. For the first 15 minutes parents are late picking up children, the fee is $20. That amount goes up $10 for every additional 15 minutes, with a whopping $50 late fee charged for being an hour late! Plus late fees are due at the time the child is picked up. Kelley said this strict policy was instituted because parents were taking advantage of staff and leaving children as late as 6:45 p.m. Since instituting the policy, Kelley said, the tardiness has dropped dramatically.

'A Time for Me's' Philosophy

The *A Time for Me* Extended Day Program is like an extended family of children and staff working together. We offer children a home-like environment in which they may find time for themselves and the opportunity to participate in many varied activities.

Decision making, initiative, and responsibility are fostered by the self-choice structure of the program. We encourage and support the children's special interests by providing arts and crafts, cooking, and physical activities. At the same time, we allow opportunities and time just to be quietly alone.

Parents are part of the extended day family, too. By communicating with the teachers on a regular basis, the staff and parents can work cooperatively for the child's best interests.

Our goal is to provide a cooperative, caring environment where children are free to be themselves and to enjoy being in a group together.

(from the "A Time for Me" handbook)

Quick Facts:

'A Time for Me' Extended Day
Salinas, California
Sue Kelley, Director

Years in Operation: 14
Program Administrator: Washington Union District – Public School Dist.
Space: Dedicated space
No. of Sites: 2
No. of Children: 117 (total)
No. of Staff: 11 (total)
Range of grades: K-5th
Hours of operation: 7-8 a.m. Kindergarteners arrive at 11:30 a.m. After school ends at 6 p.m.
Summer program? No
Fees: K:$70 per week; 1st /2nd: $55; 3rd-5th:$50

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700 or request by mail or email (email complete "snail mail" address to sanotes @aol.com).

Note: "Program Profile" is designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month.

Hardware Store Treasures!

Spend an hour in your hardware store and come away with tons of new project ideas!

Tinikling Sticks

Originating in the Philippines, these sticks are used in a rhythmic, jumping activity. Instead of making them of bamboo, our "hardware store" version is made from plastic PVC pipe. Purchase two pipes, each with a 1.5 inch diameter. The length can be anywhere from five feet to eight feet long - just be sure you have a place to store them! Let the children decorate the sticks with permanent markers. To play, lay the sticks down parallel on the ground. Two people sit at either end and grasp the ends of the sticks. Place a wooden block under each end to keep the sticks off the ground. The holders begin to tap out a rhythm with the sticks: two taps on the wooden blocks, followed by clacking the sticks together once. (This sounds like the beat from the song, *"We Will Rock You"* by Queen.) The person "jumping" moves in a pattern between the sticks, dancing in and out for as long as they can without stepping on the moving sticks. The pattern goes like this: standing to the left of the poles, on the first "tap", hop in with your right foot, on the second "tap", both feet are in the center, and on the "clack", hop out on the other side on your right foot, keeping your left foot raised. Then, repeat the pattern in reverse. Make up your own patterns.

Kid-Sized Wipe Off Boards

How many kids would love a large wipe-off board all to themselves? Great for games of Pictionary, playing school, and more. Instead of spending hundreds of dollars on a large dry erase board at the office supply store, purchase a sheet of "tile board" at your hardware store. For just under $10.00 you can get a 4'X8' board that works just like a dry erase board. Simply hang it on the wall and create your own border (we made a frame with Contact paper) and you are ready to begin. The hardware store will also cut the board into whatever size you want - the possibilities are endless.

Olympic Gold!

Have your own Olympics and make these simple yet extremely popular awards. A large washer strung on a piece of ribbon makes a perfect Olympic medal. Washers can be spray painted different colors.

Lightswitch Cover Plates

Purchase white, plastic cover plates and personalize them with permanent markers, acrylic paint, or dimensional fabric paint. Be sure to tape the screws to the backside so they can be installed at home. These make great gifts and are also popular items to sell at a craft fair.

Think of The Possibilities!

- Silver Duct Tape
- Wooden Dowels
- Colored Masking Tape
- Sandpaper
- Wood Scraps
- Play Sand
- Velcro
- Clothespins
- Safety Goggles
- Large Canvas Drop Cloths
- Spray Bottles
- Yard Sticks
- Rubber Gloves
- Plastic Buckets
- Rope
- Cotton Clothesline
- Jute Twine
- Insulation Tubing
- Clear Vinyl Tubing

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jennifer Glazier & Cara Gordon* of Boston.

50 Activity Ideas

The minimum number of Activity Ideas in this issue is 50.

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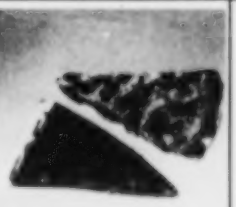
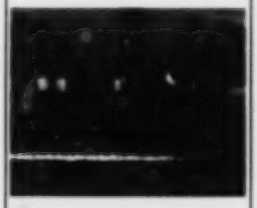
FEBRUARY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
PLASTER CRAFTS	***Plaster Hands*** : Fill latex gloves with Plaster of Paris. Let harden over a couple of days. Peel off the glove and paint. Sand "wrist" smooth so it will stand.	***Plaster Pizza:*** Make a triangle mold out of aluminum foil, fill with plaster and let harden overnight. Peel away the foil and paint to look like pizza. Spray with shellac.		***Plaster Cupcakes:*** Pour plaster into a lined muffin tin. When dry, pop them out and decorate with paint. Dimensional fabric paint looks like real frosting!	***Pins and Magnets:*** Pour Plaster of Paris into candy molds and let dry. Pop shapes out of molds and glue on pinbacks and/or magnets. (Tip: use Weldbond® glue.)
GARDENING	***Program Gardening Kit:*** Purchase a large white bucket and fill with gardening supplies: trowels, soil, gravel, gloves, etc. Spring will be here soon!	***Painted Flower Pots:*** Personalize clay pots by decorating with acrylic paints. Ask your hardware store to dontate their slightly damaged pots!	***Plant a Garden:*** Purchase seeds and soil and begin your own garden. Plant both flowers and vegetables. Try making your own terrarium!	***Garden Stone:*** Line a shallow box with plastic wrap and fill with cement. Add tiles, marbles, coins, handprints,etc. When dry, remove place in your garden.	***Birdfeeders:*** Try making a variety of birdfeeders with your group. Purchase birdseed in bulk. Replenish the seeds, the birds will begin to depend on you.
VALENTINE'S DAY	***Valentine Lovebug Pins:*** Fill plastic spoons with plaster and let dry. Pop out oval shape and paint to look like a ladybug. Make the "spots" in the shape of a heart.		***Tin Can Treats:*** Edible Valentines look adorable when presented in a tin paint can. (Buy clean, empty cans.) Fill with goodies and design your own label.	***Sandpaper Print Valentines:*** Color a design onto the rough side of sandpaper with crayon. Place a sheet of paper on top and iron with a warm iron.	***Macrame Bracelets:*** Make your Valentine a bracelet using brightly colored twine available at your Hardware Store. Many colors and textures to choose from!
FUN SCIENCE	***Grassheads:*** Fill the foot of a nylon stocking with grass seed and sawdust. Decorate a face and water daily. Soon, bright green "hair" will appear.	***Pulley System:*** Create your own pulley and rope system. Our kids were very proud of the "Beanie Baby Transportation System" they created!	***Batteries and Bulbs:*** Make a kit with bulbs, batteries, and wire. Learn about circuits through experimentation and trial and error.	***Bug Box:*** Using window screen or "insect mesh" make a bug box to collect and study insects. Be sure to return them to their home after studying them.	
HOMEMADE TOYS		***Puzzle Stick:*** 10 nails in a row, 4 light beads, 4 dark beads on either end leaving two empty nails in the center. Move one bead at a time–switching beads to opposite ends.	***Elastic Band Design Boards:*** On a square piece of wood, hammer nails in rows–equally spaced apart. Make designs using brightly colored elastic bands.	***Wire Wobblers:*** Take 18" of 20 gauge wire, glue a soda cap to one end and an aluminum foil handle to the other. Make 2–pass a marble back and forth with a friend.	***Quick Stick:*** Decorate a paint stirrer indicating different skill levels. Hold above partner's hand, drop it. How fast can they catch it between their thumb and finger?
OUTDOORS	***Designer Bubble Wands:*** Using wire, bend and shape it to form a wand with many closed shapes. Dip wand in bubble solution and wave in the wind. Add beads.	***Mini Golf Course:*** Purchase fake grass and design you own obstacles. Make golf clubs out of cardboard tubes and putt with ping-pong balls.	***Giant God's Eyes:*** Instead of popsicle sticks, use yardsticks to creat giant God's eyes. This is a great long term project for older children.		***Field Trip:*** Explore your local Hardware Store. Call ahead and ask for a tour. Why not have the children help pick out supplies for your program?

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NAEYC Needs More SAC Workshops

Atlanta Conference Proposals Due Jan. 28

The deadline is looming for submitting presentation proposals for the National Association for the Education of Young Children's (NAEYC) 2000 Conference in Atlanta. Proposals must be **postmarked no later than January 28**.

At the recent conference in New Orleans, we heard from school-age attendees that while they enjoyed the SAC workshops they attended, they were disappointed that there weren't more to choose from. The number of SAC workshops had increased over the years to a record number of 22 at the 1998 conference in Toronto. But in New Orleans there were only 10 SAC workshops.

To have a strong school-age track, workshop proposals have to be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria check the 1999 New Orleans NAEYC program, the November and January issues of *Young Children*, or call the conference department at 800-424-2460 or 202-232-8777.

Proposal Tips:

➢ In your workshop title, use a term that readily identifies it with school-age care. *Example:* after-school, school-agers, school-age child care, etc.

➢ Think about collaborating with someone else from another program or part of the country to add extra diversity and interest.

➢ Be specific in both your workshop title and your presentation. *Example:* "Providing Quality School-Age Care," try instead "Ten Ways to Provide Quality School-Age Care" and then in the workshop give specific examples for each way and ask participants for their suggestions. Remember, your title is the only description. Workshop descriptions are not used for the 1,000 workshops listed in the NAEYC programs.

➢ Avoid cutesy titles that don't explain what the workshop is about. *Example:* "Huckleberry Finn Meets the 21st Century After School," try instead "Inexpensive New Technology Programming Ideas for School-Age Programs Without a Computer."

➢ Pick one area of school-age care to discuss. *Examples:* summer program playground ideas...tips for new directors...working with a board of directors in SAC...developing policies for parents... finding good staff...in-service training...the difficult school-ager... preparing staff for the unexpected.

National...

(Continued from front page)

The board discussed evaluation at the first of four workshops in Washington DC on after-school programming.

"It's ...easy to look at test scores. It's harder to see what social competencies kids are developing. How do you measure care and supportive relationships so we can say this care relationship led to this result?" *–Constancia Warren*

Panelists noted that when given limited funds and time, evaluators will grab data easily available, usually test scores. But standardized evaluation tools can't gauge the complexities of programs. "There is a great variety on what people do by age and gender," noted Constancia Warren of the Academy for Educational Development. Programs also exist for different reasons. "Some are just there because they have funding; some have tight goals," Warren added.

"It's...easy to look at test scores. It's harder to see what social competencies kids are developing. How do you measure care and supportive relationships so we can say this care relationship led to this result?" she asked.

One thing Warren learned: Kids have short attention spans, so if you survey them, keep the forms short.

And different parties (mainly funders) with different interests will want evaluators to look for different results, noted Elizabeth Reisner, co-founder of Policy Studies Associates, Inc. Agencies may want data on how the program effects education, contributes to child and youth development, meets standards of the National School-Age Care Alliance, etc. The Dept. of Education will want to know how the program enhances academic success. But the Dept. of Justice will want to know how it prevents delinquency.

And, Reisner asked, how do you isolate the effects of the school-age program? "We think attendance is a good indicator. You get a lot of data on parental and student satisfaction just on whether they come every day. It's not mandatory in most instances," she suggested. Compare it with school attendance so you can see if children don't attend because of illness or dropping out of the program.

Three private foundations and three federal agencies–all with interests in funding school-age projects–are supporting the project. So the committee will certainly have to follow its warnings on having to evaluate different outcomes for different interests.

Charles Pekow is editor of "Day Care U.S.A. He writes about advocacy issues for child care, including school-age care, from Washington DC.

South Dakota...

(Continued from page 2)

awards were issued. Initially, 1,600 children participated in after-school programs; that number has grown to 3,000. At least 49 of South Dakota's 176 school districts now have out-of-school-time programs."

As with many programs, the editorial concludes that "funding continues to be the biggest obstacle for schools that offer such programs." It encourages lawmakers to continue the trend of offering "grants to jump-start after-school programs."

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Middle School Conference RFPs

Conference moves to mid-summer

The Seventh Annual National Middle School Conference (originally called the "Older Kids" conference) is scheduled for August 4-5, 2000 in Cincinnati Ohio. With the exception of the first conference which was held in August, 1994 in Portland OR, this will be the first time the conference has moved from the fall to the summer.

Deadlines for workshop proposals is January 30, 2000.

Suggested content areas include but are not limited to: administration, advocacy, behavior management, communication, diversity funding sources, mentoring peer pressure, community collaboration, special needs, violence prevention.

For complete guidelines on submitting proposals, contact Alycia Orcena at 419-468-7581 or email at alyorcena @ childcarechoices.org.

For general conference information contact Tracey Ballas or Flo Reinmuth at 614-224-0222.

NSACA Accreditation Endorser Training

Interested in being an accreditation endorser for the National School-Age Care Alliance (NSACA)? For information about what it means to be a volunteer endorser and how to apply, call 617-298-5012 or visit www.nsaca.org.

Scheduled endorser trainings include:

North Carolina – February 1-3, 2000
Kansas City – March 13-15, 2000

Spring 2000
After-School Catalog
available
early January, 2000

Renewal Error

In mid-November we mailed a renewal offer to almost all of our current and past subscribers giving you a chance to renew your subscription before the subscription price increased (as of 1/1/2000.) We made the same offer in the December 1999 issue as well.

Our mail house preparer inadvertently left both the subscriber number and the expire date off of the return cards for those renewals, making it hard for any of you to know when your subscription expires. However, you'll always find that information on your monthly newsletter.

If you want to renew before the end of 1999, please write in the three numbers that are found on the top line of your newsletter address label on the renewal return card above your name before mailing it in.

We apologize for the inconvenience this may have caused.

New SAN Book Available

Building Relationships with Parents and Families in School-Age Programs, by Roberta Newman, is now available.

We expected this title in October. However, problems with the printer delayed delivery until early December.

The book can be ordered by calling 800-410-8780 or 615-279-0700 for credit card orders or sending prepayment of $16.95 ($14.95 for subscribers) and $3.50S/H to P.O. Box 40205, Nashville TN 37204-0205.

SAC CONFERENCES

MISSOURI Feb. 11-13, 2000
MOSAC' Conference, Osage Beach
Contact: Mary Baker, 573-884-2582, Barb Brown, 573-884-1917

ARIZONA Feb. 12, 2000 **New Listing**
AzSACA Annual Conference, Casa Grande
Contact: 520-881-8940

KENTUCKY Feb. 25-26, 2000
KYCSACC Annual Conference, Louisville
Contact: Carole Holt, 502-624-8391

MINNESOTA Feb. 25-26, 2000
MnSACA Conference, Minneapolis
Contact: Phyllis O'Brien, 612-502-5135

TENNESSEE March 10-11, 2000
11th Annual TennSACA Conference, Nashville
Contact: Tonya Bryson, 298-4049

WISCONSIN March 10-11, 2000
WISACA Annual Conference, Neenah
Contact: Dawn Alioto, 608-848-1329

CALIFORNIA April 6-8, 2000
18th Annual SAC & Recreation Training Conference, Pasadena
Contact: CalSAC, 415-957-9775

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

OHIO Aug. 3-5, 2000
National Middle School Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

January 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

CDF Catalog

The Children's Defense Fund has a resource catalog with great materials in support of children. Posters, greeting cards, sweatshirts,books and videos, as well as other items are included, all with the purpose of keeping the welfare of all children uppermost in our minds.

Call 202-662-3652 to request a catalog.

CDF also has a website that includes a "Book Nook." Visit that site at **www.childrensdefense.org**.

Native American Catalog

Cherokee Publications has a resource catalog of books, posters, music, craft kits, and more as related to various Native American cultures.

To request a catalog call 800-948-3161.

NBCDI 30th Annual Conference

The National Black Child Development Institute (NBCDI) will be holding its 30th annual conference Oct. 10-13, 2000 in Washington DC. The conference theme is *Children in A Global World: Making the Connections.*

To request conference information call NBCDI at 800-556-2234.

Internet Resources

An offshoot of The Finance Project (see Nov. 1999 Resources), the Welfare Information Network (WIN) offers information on federal and state data on welfare reform and its impact on individuals and communities. This information can be used in writing grants and for compiling information to present to potential funders of child care programs. To find out how to access this information for your state go to: www.welfareinfo.org.

Some other websites with information that may be of interest, or that can be used for older kids in developing long term statistical projects are:

- Annie E. Casey Foundation, Kids County, www.aecf.org/kidscount/index.htm Information on the well-being of children around the nation.
- Bureau of Economic Analysis, www.bea.doc.gov Information concerning personal income.
- Bureau of Labor Statistics, www.bls.gov Provides information on employment rates.
- Federal Interagency Forum on Child and Family Statistics www.childstats.gov Statistics on population, family characteristics, economic security, health, behavior and social evironment, and education.

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Plan for Summer Now—Reap Marketing Rewards Later

by Rich Scofield

Each year by January 31st Rick Porter knows what field trips and choices of activities the children in his nine programs will have available to them each day in summer. He will be able to describe in his summer brochure exactly what the children will be doing and what the themes will be week to week. This not only helps the program run smoothly but by having the availability of choices mapped out, the detailed programming plans act as a marketing tool attracting parents who want a variety of activities and experiences for their children.

Detailed programming plans act as a marketing tool attracting parents who want a variety of activities and experiences for their children.

Porter says, "Even more important than a marketing tool in a brochure is the reassurance when summer comes that the program actually does the activities it said it would do." By the time their children are school-agers parents are likely to have experienced programs that sounded good in terms of global generalizations in slick brochures, but the kids went to the same parks for field trips and choices of activities were limited and repetitious.

Rick Porter has been running after school and summer programs since the 1980's. He is the Executive Director of Rainbow River/Rainbow Rising School-Age Programs of Hermosa Beach, Calif. near Los Angeles.

Three of Porter's nine programs are for-profit and six are non-profit. They have three large school buses and three large vans. It is obvious that coordinating field trips among nine programs is a big job. Porter explained that the school-agers are away from their centers three days a week. One day they are at a park or local pool, another day they go to the beach, and the third day is a regular field trip such as to a bowling alley or a special destination like Knott's Berry Farm.

All the program plans and information are kept in a large three-ring binder for each site. One of the advantages is that staff who may not have the experience and skills to plan each day can see exactly what choices to plan for. Porter likes to have three or four planned activities for both indoors and outdoors each day. The other advantage is that staff can see what supplies they will need to have ready.

Included in the advance summer planning are two big overnight camp outs. One of them has 300 kids and is set in an urban park.

Porter's experience sets a good example for the wisdom in planning summer programs far in advance.

Do you have <u>your</u> summer plans ready?

INSIDE

On-Site Insights 2

Middle School Programs .3

Multiculturalism 3

March Activities 4-5

Profile in a Box 7

Some 21st CCLC Grants Awarded Early with New Federal $

The following is adapted from the White House press release of December 20, 1999. This text and the list of 125 awarded communities and dollar amounts can be found on the following website: www.ed.gov/21stcclc.

Vice-President Al Gore announced the award of nearly $67 million in new grants to 125 communities throughout the nation to provide high-quality community learning centers in 517 schools. The school-based centers will provide enriched learning opportunities to children outside of the regular school hours and during summer in a community school setting.

"There is nothing more important than ensuring our children are safe and receive a high quality education," said Vice-President Gore. "These funds will help keep kids off the streets, out of trouble and give many ...extra help ...to realize their full potential."

The 21st Century Community Learning Centers (21st CCLC) program allows schools to stay open longer to provide learning opportunities for children and adults and offers tutoring and

(Continued on page 6)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Move Over Movies

How often do you find yourself (or your staff) plugging in yet another movie video when something "goes wrong" or the "unexpected" happens? When you have been in this field long enough, you realize that something always "goes wrong" and the "unexpected" is actually a daily occurrence. Putting in a video because "It's raining" is no longer a valid excuse in our program – hey, it's going to rain!

There is a great debate being waged (as we write) about the appropriateness of showing movie videos in SAC programs. However, the two of us debate enough issues; we do not need to add another one. Instead, we put our heads together and came up with a list of possible alternatives to the perpetual showing of videos. Once we began, we found the list can be truly endless…end of debate!

Take out your VCR: Not your *video cassette recorder*, but your ***Very Creative Resource*** box. This is a "kit" that you can easily put together in advance and it will be ready when you need it. Use a large box with a lid and fill it with supplies and materials not always available to the children–something special like fuse beads, model magic, woosies, new things to color, etc. This box is to be opened ONLY when necessary…half your staff is absent with the flu; the outdoor carnival was hit by a flash flood, etc. We leave the box (decorated by the children) out in view, building the anticipation and excitement within the children. They actually *hope* for a rainy day!

Have an "Instant Special Event": *Just add kids*…These are easier than you might think and can last for hours. Consider these suggestions: *Bubble Gum Blowing Contest; Balloon Volleyball Tournament; Flashlight Tag; Stopwatch Challenges; Face Painting.* Our favorite event was the "Commercial Showdown" where small groups of children spend a short time creating and rehearsing their own original commercial, then perform for each other. Use random items as the "products" you are trying to sell.

Have an "emergency" today?" You don't yet have your "VCR" box ready? Don't worry. With an enthusiastic attitude, you can keep a group of children busy with something as simple as a ream of paper from your copy machine. Here goes…paper airplane rally; snowflakes; paper chains; cootie catchers; fans; booklets; drawings; make your own comic books; origami; paper dolls… you get the idea.

Remember, it's all in the presentation. The children will never know that your original plans for the day have fallen through if you present your new and improved "back-up plan" to them as if you can't wait to get started. The energy will be contagious and you will have accomplished what you never thought possible: a month without a video! ☺

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Parents & SAC

"In quality school-age programs, accepting, supportive staff members help parents feel welcome and valued as partners. These programs recognize that school-age child care is a family service – that *both parents and children* are the clients or customers."

—Roberta Newman

Building Relationships with Parents and Families in School-Age Programs

Older Kids vs. Middle School – What's in a Name?

In our January issue we reported on the "Seventh Annual Middle School Conference" to be held in Cincinnati Ohio in August. The conference for those who want to address the specific needs of "older kids" has been sponsored by various groups over the last six years and has been held in various locations around the country.

Up until last year, the conference has had the phrase "Older Kids Conference" attached to it. However, sponsors of the 1999 conference called it the "National Middle School Conference."

Early materials we received from Ohio listed the 2000 conference as the National Middle School Conference, but later materials are calling it the "7th Annual National Older Kids Conference." A phone call to a member of the organizing committee has clarified that they prefer the "Older Kids" title.

School-Age NOTES regrets any confusion we may have caused in publishing different names for the conference. Whether called "older kids" or "middle school" the conference is unique in its effort to look at the particular interests and programming needs of school-age children ages 11 and older. ☺

(See conference list on p. 7 for more information.)

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Middle School Programs That Work

In a recent SAC-L internet discussion, a question was asked about setting up successful after-school programs for middle school and older kids. A couple of responses highlights the variety of programs there are for older children and teens and may offer some insights and ideas for others on implementing programs for older children.

From Becky Ketron in Dayton OH:

One program in Dayton was founded in 1947 specifically as a teen recreation center. Only Junior & Senior High students are allowed in. The building houses a before-and-after school program for elementary students, but the programs are separate and the children never mingle in a common area.

The program operates Monday through Friday from whenever school ends,even on days school is dismissed early, until 8 p.m and on Saturdays from noon to 8 p.m.. During summer it opens at noon. The program is strictly drop-in, and there is no charge to the students. Many students stay the entire time to play pool, basketball, video games, foosball, etc. There is a concession stand with hot food and snacks. On Friday nights there is a dance for Junior high students that costs $2 per person.

Some tutoring programs have been implemented along with a partnership with the Girl Scouts to provide girls with service learning opportunities, but the program is largely recreational.

From Sylvia Kristal in Charlestown, MA: The YouthCare program operated by Massachusetts General Hospital has a middle school girls program called Teen Options. It could likely be modified to include boys. The program offers a series of modules that focus on life skills, job readiness/career exploration, self-esteem and health and hygiene. The girls explore each topic through a variety of hands-on, multimedia and interdisciplinary activities that include both individual projects and team-oriented projects. Each topic can take several weeks to complete and is introduced, reviewed, discussed and debriefed in a group setting.

This program operates on Mondays, Wednesdays, and Fridays from 1:30 - 4:30 p.m. and one Saturday a month.

In addition to the module activities, the girls are given free time, homework time, physical activity and relaxation time, and a snack. The module activities include working on newsletter layout and editing, computer software skills, Internet research skills, creative writing/poetry, drama, cooking, volunteer work, arts/crafts. On Fridays career opportunities are explored by visiting female role models in a variety of work settings. »

Multiculturalism and Your Out-of-School Program

by Alycia Orcena

Bring some multiculturalism into your program this spring. Try some of these ideas:

Snack Area

- Use different cooking and eating utensils: wok, rice maker, pasta maker, chopsticks, spoons
- Use a variety of ethnic foods for snack: beans, pitas, fish, corn tortillas, rice
- Create different eating environments: sit on pillows, sit on blanket, stand to eat around the table.

Dramatic Play

- Incorporate different cultural dress into your costume box
- Act out stories or legends from around the world
- Use dolls that are culturally diverse–dress appropriately

Music & Movement

- Try meditation, yoga or other relaxation exercises
- Select music from various countries to listen to, look for different rhythms, instrumentation
- Learn cultural dances
- Play multicultural games

Art

- Use art projects that are drawn from different regions
- Use multicultural markers, paints, paper, chalks, etc.
- Use different art mediums; add cinnamon to play dough, paint rollers from corn cobs, bamboo or small branches; make paint from natural juices; use mud rather than play dough
- Weaving and sewing

Group Time

- Do children in your group have a cultural link?
- Tell stories, fables, legends, poems
- Use different languages to greet and say goodbye to children
- Plan an international festival
- Make family trees
- Take field trips that are multicultural in nature

Math & Science

- Counting activities with rice, beans, pasta shapes, etc.
- Make adobe bricks (see p. 4)
- Use puzzles that depict all children

Geography/History and Current Events

- Read about different cultures throughout history
- Make maps, flags, currency and other cultural items
- Collect stamps, postcards, newspapers, coins and other items from around the world
- Write to pen pals (see p. 4)
- Make a mini-museum in your classroom–bring in items from home that are ethnic in nature. »

(Taken from Orcena's workshop, **Around the World and Back Again,** *developed for the Ohio Dept. of Education Early Childhood & School-Age Care Conference.)*

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Multicultural Activities

Try these activities to help increase children's awareness of the multicultural aspects of your program (see p. 3 for article "Multiculturalism & Your Out-of-School Program").

Yoga

The Butterfly

Sit with a straight back, bring the soles of your feet together and hold your feet. Gently move your knees up and down like wings. Straighten out your legs. Breath deeply and relax. Repeat several times.

The Bow

Lie on your stomach and bend your legs so that you can hold your ankles. Lift up your head and hips and balance on your stomach. Holding your ankles, rock gently back and forth. Try to keep your arms straight. Stop rocking, let go, and relax. Repeat.

Foil Masks

Take a square of aluminum foil. Hold the foil against your face with the square turned diagonally to resemble a diamond. Gently press the foil onto the face to make a facial imprint onto the foil. Take off the foil and poke out the eye-holes. Turn under the edges around the eyes to make sure they are smoooth. Turn under the outside edges of foil to make it stronger and more your "face" shape. Wear the mask by pressing it back onto your face. Optional: you can color the aluminum foil with markers for decoration.

Pen Pals

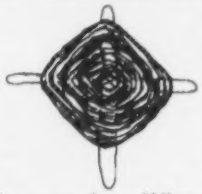
Encourage international friendships. Let children request pen pals from these organizations:

International Friendship League
55 Mount Vernon St.
Boston MA 02108

World Pen Pals
1694 Como Avenue
St. Paul MN 55108

Ojo de Dios (God's Eyes)

Cross two small sticks. Wrap yarn around the center of the two sticks diagonally. Wind the yarn around each stick in succession, circling over one stick and circling under the next. Keep working your way around each stick with the over-under method until you reach the end of the stick. You can switch colors of yarn by tying a new piece of yarn to your weaving yarn and continue with the over-under weaving. When you reach the end, tie a knot to secure the God's eye.



Worry Beads

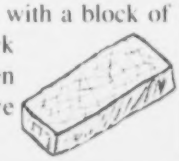
9 pony beads
6" piece of leather

String 8 of the beads onto the piece of leather. Tie a knot at each end of the beads. Push the two ends of leather through the remaining bead. Tighten to fit around your wrist.

Adobe Bricks

2 cups outdoor soil (not potting soil)
1/2 cup powdered clay (if necessary)
2 cups water
1 handful broken straw or dry grass
1 disposable plastic container (rectangle shape)

If outdoor soil can stick together when squeezed then you do not need to add powdered clay. Fill the plastic container 3/4 full of the clay/soil mixture. Remove all sticks and stones from it. Add water until the mixture is fluid. Add straw until the mixture is stiff. Press flat by hand or with a block of wood. Leave the brick to dry in the sun. When completely dry, remove the mold gently.



Drug Awareness Week

The first week in March is *Drug Awareness Week*. Use some of these role-playing ideas to teach children how to steer clear of drugs and alcohol. Write each suggestion on an index card and then let children draw a card out of a hat to role play.

- You want an extra teaspoon of cough medicine because it tastes like bubble gum.
- Someone offers you an aspirin or Tylenol.
- A stranger offers you candy.
- You find a pack of cigarettes.
- The babysitter drinks a beer out of the refrigerator.
- A friend finds some candy and offers you some.
- You find "candy" in the bathroom closet.

Pinwheels

Cut a square piece of heavy construction paper. Decorate. Cut on the dotted lines. Turn every other corner into the center to form the arms of the pinwheel. Poke a thumb fastener through the pinwheel and then poke the ends of the fastener through a straw.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

46 Activity Ideas

The minimum number of Activity Ideas in this issue is 46.

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MARCH IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
DRUG AWARENESS WEEK	The first week in March is *Drug Awareness Week*. Invite a guest speaker into your program. Contact local police or health department for more information.	Organize a Health Fair for parents, teachers and the children. Offer eye exams, flu shots, blood pressure screenings. Hospitals and health departments will help.	Let the children make the posters and flyers announcing the Health Fair. The children can serve as registrars and guides during the Fair as well.	Have role playing activities with the children to help them steer clear of drugs and alcohol. See the suggestions on page 4.	Make "Say No to Drugs" posters and badges. Hang the posters around the school or community. Give out badges to those who sign "I Said No to Drugs" pledges.
WOMEN'S HISTORY MONTH	March is *National Women's History Month*. Read about these famous women: Helen Keller, Crista McAuliffe, Marie Curie, Amelia Earhart, Annie Oakley.	Pick other historical women for individual projects. Children can research their lives; learn and report on their accomplishments to the group.	Fill your quiet reading area with books by women authors. Use women singers in your music/dance area. Role play women for dramatic play.	Make a time line of women in history. Hang on the wall of your program. Who in your program thinks they'll make history? Role play what they'll be famous for.	Invite moms, aunts, grandmothers, and other special women to the program for an Afternoon Tea. Have each person share something special about her life.
GREEN THUMBS	Luther Burbank's birthday is March 7. He was a nursery businessman and scientist. Start planning a flower and/or vegetable garden to plant near your program.	Collect the tops of carrots, beets, turnips or parsnips. Trim the leaves until they are about 1/2" long. Place in a shallow pan of water and watch your roots grow.	Go on a nature walk. Take along a bag to collect things the children find along the way: rocks, leaves, etc. Make a collage or shadow box with the things you find.	Put potting soil in egg cartons or clear plastic cups and plant flower seeds. Keep watered and in direct light. Chart various stages of growth from sprout to bloom.	Plant bean seeds in clear cups. Put one cup in direct sun, one in a dark place, and one in part sun/part shade. Keep all plants well watered. Which plant grows the best?
SPRING IS HERE!	Spring means nice weather. Go outside into the neighborhood or around your program. Pick up trash, plant flowers, build clubhouses, or just play games.	Spring means wind. Make a pinwheel. (See p. 4) Test the direction of the wind. Or make kites to fly on windy days.	Spring means flowers. Fold four squares of tissue paper in half on the diagonal and in half again. Cut an arc along the unfolded edges. Unfold. Poke a pipecleaner through the center.	Spring means fresh and new. Take an afternoon to "spring clean" the program. Let kids help with sorting out puzzle and game pieces into Ziploc bags, organizing craft cupboard, etc.	Spring means color. Take a small glass jar and paste small pieces of colored tissue paper all over. Brush watered down glue over the entire jar. Place a votive candle inside.
POISON PREVENTION	The third week in March is *National Poison Prevention Week*. Teach the children about poison prevention, "pretty" poisons, and first aid for poisoning.	Collect a variety of household products that are poisonous or have potential to poison. Do they look like food items? Let kids make a warning chart to share with their parents.	Provide children with "Poison Prevention Badges." Let them survey their house to locate possible poisons and what they can do to make their homes poison-safe!	Talk with your local health department to find out your state or county Poison Control Center's phone number. Send stickers and pamphlets home with children for parents.	Let children make stickers that they can place on poisonous materials in their home to protect others from accidentally ingesting them.
NUTRITION	March is *National Nutrition Month*. Survey the children to see what they eat for breakfast, lunch, and dinner. Are their choices nutritious? Talk about healthy choices.	Have the children keep a food diary for one week, listing all foods they eat during the day. Evaluate at the end of the week and rate nutritious choices.	Invite a nurse, doctor, or nutritionist to the program to discuss nutritious choices, the food pyramid, and serving sizes.	Create food pyramid collages, using pictures from magazines, or let the children draw. Encourage them to follow the food pyramid during their meals.	Let children bring in their favorite recipes from home, from grandparents or favorite program snacks. Illustrate the recipes and compile into a cookbook.

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21st CCLC Funds...

(Continued from front page)

homework help; academic enrichment; college prep activities; enrichment including chorus, band, drama, and the arts; technology education; drug and violence prevention counseling; supervised recreational opportunities; and services for youth with disabilities.

New Competition

The vice president also announced a new competition for approximately $185 million, also funded with FY 2000 funds, expected to support up to 2,000 new community learning centers in nearly 500 communities in the next school year. In addition, about $200 million will fund schools already participating in the program. **The deadline for school districts to apply for the new grants is March 20, 2000.**

About 1,600 rural and inner-city public schools in 468 communities–in collaboration with other public and nonprofit agencies, organizations, local businesses, postsecondary institutions, scientific/cultural and other community entities–currently participate.

"Our children need safe places to go before and after school to get extra educational help and take part in enriching learning activities," said U.S. Secretary of Education Richard Riley. "These programs will offer the kinds of safe and supervised activities that children and families want and need: tutoring, homework help, and engaging opportunities with the arts and technology. Surveys show that the demand for after-school program is tremendous–these new projects will expand those opportunities to more young people."

The Education Department received more than 2,000 applications, requesting a total of nearly $900 million, under the FY1999 competition. A number of high-quality grant applications were not funded, and the grants just awarded are being funded out of $454 million in new FY 2000 Congressional appropriations.

Survey: Overwhelming Public Support

A C.S. Mott Foundation and JC Penney survey conducted this summer revealed that 92 percent of Americans believe that there should be some type of organized activity or after-school program for children and teens every day. Nearly nine of ten adults said it was personally important to them to make sure that after-school programs happen in their community. The most popular benefit of after-school programs, identified by 95 percent of those surveyed, was to help working families. Studies by the FBI and youth-advocacy groups have found that the peak hours for juvenile crime and victimization are from 2-8 p.m.–hours when youth are most often without supervision. The poll showed that adults want to see after-school programs provide children with a safe environment; teach children respect for people different from themselves; provide structured adult supervision, tutoring and homework help, and teach ways to resolve conflict with other young people.

CBO Involvement

During the new competition for $185 million, the department seeks participation of school districts, collaborating with community-based organizations (CBOs), to plan and provide services in communities with conditions associated with high dropout rates, such as high poverty, weak economic and community infrastructures, large or growing numbers of limited English proficient students and adults, and low levels of parental education.

Regional Workshops

As in the past, the department and the C.S. Mott Foundation will host a series of regional workshops to assist applicants to plan their programs. This year, there will be at least one workshop in every state sponsored by the National Community Education Association, the National Center for Community Education and the National Association for Bilingual Education. Call 1-800-USA-LEARN for more information.

DOE Website Offers More Help

The U.S. Department of Education (DOE) has updated their website to make finding out about 21st Century Community Learning Center grants and how to apply for them easier.

The URL for this site is:

www.ed.gov/21stcclc

The new and improved site features a database of all the current grantees and their features, new examples of successful applications, new publications and cool links.

In December the FY2000 grant application package was posted on the site. Sara Napierala of the Dept. of Education said downloading and printing the grant application from the website will be the quickest and easiest way to start the application process.

The site also has dates and information concerning the regional applicant workshops.

Some publications of interest that can be found at the site include:

Bringing Education into the Afterschool Hours - helps local afterschool providers understand how to integrate content such as reading, math, college preparation, technology, and the arts into their programs to enhance children's learning and build on the regular school program.

Safe and Smart: Making After-School Hours Work for Kids - a report, jointly authored by the U.S. Depts. of Education and Justice, that highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School - designed to help schools and community-based organizations begin the process of keeping neighborhood schools open for children and families.

REMEMBER: Deadline for applying for FY2000 21st CCLCGrants is March 20!

48

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Profile in a Box:

Fergus Falls YMCA School-Age Child Care

Fergus Falls, Minnesota
Trevor Johnson, Director

Program Administrator: Fergus Falls YMCA with cooperation from Fergus Falls Community Ed. and ISD #544
Space: Shared space in school
No. of Sites: 1
No. of Children: 85
No. of Staff: 8
Hours of operation: Mornings: 6:45-8 a.m., Afternoons: 3 - 6 p.m.
Summer program? Yes
Fees: $21+ per week, depending on attendance. Summer fees higher.
Dimensions of Program: Children are given numerous options for activities, including having the freedom to hang out with friends or chat with staff.
Activities: Arts/crafts, outdoor play, board games, homework, reading
Special challenges: Training and keeping staff from year to year.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700 or request by mail or email (email complete "snail mail" address to sanotes @aol.com).
Note: "Program Profile" is designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month.

Standards for Quality School-Age Child Care Revised

The book *Standards for Quality School-Age Child Care*, published by the National Association for Elementary School Principals, has been revised, including a name change.

The new title is *After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care, Revised Edition.*

The price of the book remains the same: $19.95 ($17.95 for subscribers).

The book was originally published in July, 1993 and has served as a guide for many people on the required elements for setting up quality school-age programs as well as being used as a training tool (see related article in August, 1993 SAN).

The book is listed in the new Spring 2000 *After-School Catalog* on page 7, with the original title. Please use the original item number, **#S804**, when ordering.

By Design Kit Out of Print

Although still listed in our Spring 2000 After-School Catalog, *By Design: A New Approach to Programs for 10-15 Year-Olds* is currently out of print. The three-part kit, which includes two manuals and a video, is expected to be reprinted and will hopefully be available by April. However, we are unable to guarantee at this time whether it will be available again.

Should you like to be notified when it is available, please call our toll free number at 1-800-410-8780 (outside U.S. call 615-279-0700) or write School-Age NOTES at P.O. Box 40205, Nashville TN 37204-0205.

We regret any inconvenience this may cause.

SAC CONFERENCES

MISSOURI Feb. 11-13, 2000
MOSAC Conference, Osage Beach
Contact: Mary Baker, 573-884-2582, Barb Brown, 573-884-1917

ARIZONA Feb. 12, 2000
AzSACA Annual Conference, Casa Grande
Contact: 520-881-8940

KENTUCKY Feb. 25-26, 2000
KYCSACC Annual Conference, Louisville
Contact: Carole Holt, 502-624-8391

MINNESOTA Feb. 25-26, 2000
MnSACA Conference, Minneapolis
Contact: Phyllis O'Brien, 612-502-5135

TENNESSEE March 10-11, 2000
11th Annual TennSACA Conference, Nashville
Contact: Tonya Bryson, 298-4049

WISCONSIN March 10-11, 2000
WISACA Annual Conference, Neenah
Contact: Dawn Ahoto, 608-848-1329

CALIFORNIA April 6-8, 2000
18th Annual SAC & Recreation Training Conference, Pasadena
Contact: CalSAC, 415-957-9275

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

February 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

Scholastic Online

Scholastic, Inc., an educational resource company, has launched a website with resources for teachers, caregivers, parents, and children that promote literacy and learning.

The website features teaching resources with thousands of classroom-tested, ready-to-use lesson plans, plus research and teaching tools, and online activities all free. Other features include the *News Zone*, with current events for kids and related activities plus activity sheets that can be printed off to use, and more.

To reach the site go to:

www.scholastic.com

More Online...

A website with links to child care-related news items can be found at **www.childcarenews.com**. Click on any headline and the link will connect directly to the original news source of the item, typically city newspapers.

New Books Available

The School-Age NOTES *After-School Catalog* for Spring, 2000 includes these three new titles:

Kids' Art Works! Creating with Color, Design, Texture & More

New and exciting art adventures in printing, sculpture, weaving, drawing, painting, and more. Children are introduced to creating artworks with textures useing a variety of materials and media that go beyond the average art project. **$12.95 ($11.95 for subscribers)**

Gizmos & Gadgets: Creating Science Contraptions That Work

Have great fun while learning science concepts with over 50 different contraptions that s pin, fling, collide, and whiz! The physics of energy and motion will come into play again and again as children build gadgets like: marshmallow catapults, flow-and-go boats, rubber band-powered merry-go-rounds, and more. Ages 7-14. **$12.95 ($11.95 for subscribers)**

Being Your Best: Character Building for Kids 7-10 *by Barbara Lewis*

A great introduction to the concepts of building character values for younger school-age children. Focuses on developing ten values: *Caring, Citizenship, Cooperation, Fairness, Forgiveness, Honesty, Relationships, Respect, Responsibility*, and *Safety*. Self-assessment tools, activities, and "What If?" scenarios. **$14.95 ($12.95 for subscribers)**

Call 800-410-8780 or 615-279-0700 for credit card orders or send prepaid orders to P.O. Box 40205, Nashville TN 37204-0205.

Volume XX #7 The Newsletter for School-Age Care Professionals March 2000

School-Age NOTES

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Safety First!

A staff person at the Little Flower Development Center in Beaverton, Oregon helps a school-ager with her helmet as a group prepares to go for a bike ride. (See p. 3 for complete Program Profile)

After-School Catalog now available on line!

www.schoolagenotes.com

see page 7 for details!

A Beginner's Guide to Evaluation & Outcomes

by Beth Miller and Robyn Silverman

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

Around the country, after-school programs are struggling with new expectations in the fast-changing field of out-of-school time. Whether defined as school-age child care, extended learning, or youth development, programs are being asked to define and demonstrate specific outcomes for children and families. Outcomes can be defined as "the benefits for participants during or after their involvement with a program." (United Way, 1996). By measuring outcomes, programs can benefit in two major ways: (1) by demonstrating to funding resources, legislators, parents, collaborators, and the general public that the program has met it's goals, and; (2) by helping the program to internally monitor (and improve) its effectiveness in working with youth and children. Looking at outcomes can help administrators and staff to understand the connections between the program's activities and resources and the effects on the children it serves.

In addition, the process of evaluating a program's outcomes often has an indirect effect. Outcomes evaluation requires program staff to define or revisit their goals and mission, and to contemplate how their current structure, schedules, space set-up, activities, staffing, and so on contributes to the realization of these goals. The result of such actions can lead to changes in some aspects of the program, as a focus on goals and results takes the place of assumptions about "the way we do things." Thinking about outcomes is likely to increase the *intentionality* of program planning and implementation: Why are we doing

(Continued on page 6)

President Asks for $1 Billion for ASP

Many news media carried as their lead story the following regarding after-school programs (ASP) and the State of the Union Address:

In his January 27th State of the Union Address, President Clinton called on Congress to invest $1 billion to expand after-school and summer school programs—more than double the $453 million enacted last year and the largest expansion ever proposed. As cited by a White House press release, the basis for this huge increase is that recent studies have shown that extended learning programs such as after-school and summer school help improve student achievement in reading and math, as well as increase student safety and reduce juvenile crime. Under the President's proposal, the number of children served wil triple from 850,000 to 2.5 million children.

The President also called on Congress to increase funding for Head Start by $1 billion—the largest funding increase ever proposed for the program—to provide Head Start and Early Head Start to approximately 950,000 children. Since 1993, this Administration has already increased funding for Head Start by 90 percent.

(Continued on page 7)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Working with School Staff

Bring Back That Loving Feeling

For programs operating within a school building, cultivating and maintaining a positive relationship with the school staff is vital to providing high-quality care. We have seen many programs that function as a "true partnership" with their host school and just as many that seem to be in a constant battle of "them against us." Keeping in mind that we share the same children, all efforts should be made to build a positive and productive collaboration.

If you think about it, your partnership is like a marriage, after the blissful honeymoon ends, you may begin to take each other for granted, or get on each other's nerves, and for some, you find that you only stay together for the sake of the children. Bring back the romance (in this case, the professional consideration) and rebuild (or strengthen) your partnership.

Frequently, programs start off with a bang and by the middle of the year, the kind gestures, throughtful gifts, and "niceties" that we call *relationship maintenance tasks* taper off. This is a reminder to everyone that all relationships, even the strong ones, need to be nurtured and developed on a regular basis. We recommend that program directors write reminders on their calendar and "schedule" these tasks as they would any other important endeavor.

Some suggestion for simple ways to let the school staff know you appreciate them are listed below. Even if you don't feel you see eye-to-eye, set the example and make the first move.

Offer Professional Services: Is your staff able to provide child care for parents attending PTA meetings or Teacher Conferences? Share training opportunities by inviting the school staff to your CPR or Behavior Management workshops. Can your staff assist at special school events like Field Day or Carnival Night? Donate a prize (free month of child care) to your school fund-raising raffle.

Improve Communication: Make sure your program newsletter gets distributed to all school staff on a regular basis. Invite the principal to attend a program *staff meeting or a Parent Advisory Board* meeting. Display staff photos on a bulletin board with a short biography so that the school staff knows who's who. Have your staff wear nametags so they are easily identified by other adults entering the program.

Provide Unexpected Luxuries: Health-conscious teachers who frequently wash their hands would appreciate a bottle of scented hand lotion in the faculty room. Tie a ribbon to the bottle with a tag that says, *"Compliments of the After-School Program."* Some programs provide supplies for the coffee machine in the teacher's lounge as a way of showing appreciation (again with a note of identification). Holiday cards, homemade treats (both made by the children) are a nice surprise in a staff mailbox.

Include Them in Your Program: Be sure to extend an invitation to the school staff when the children produce a talent show or you have a pot luck dinner. Our program selected a few teachers each month to recognize at a "Teacher Tea Party" organized by the kindergarten children. Consider a school staff vs. after-school staff volleyball game with the children as the audience.

We realize that some of these ideas sound a bit corny but they actually work. Depending on where you are in your relationship, you may not see the positive results right away–we encourage you to keep trying. The results are worth it. Here's hoping that all our readers operating in shared space have many happy anniversaries to celebrate for years to come.

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Prof. Development Registry in Oregon

The Oregon School-Age Care, Enrichment & Recreation Project, in collaboration with the Center for Career Development in Childhood Care & Education, has created a Professional Development Registry (PDR) for Oregon school-age programs.

The PDR is a voluntary statewide system to recognize and document professional achievements in school-age care, enrichment and recreation. People can apply for one of six professional levels that represent a combination of experience and education (both for-credit or not-for-credit).

A pilot project will look at how well the PDR works for school-age care professionals. To encourage people to participate in the pilot project, the Oregon group is scheduling regional meetings for working through the application process, offering personalized technical assistance in creating professional portfolios, and awarding a $100 stipend to participants who submit a portfolio. ∞

(Source: Oregon School-Age Coalition Newsletter)

Are you part of the SAC-L school-age discussion list on the Internet? If not, go to **www.nsaca.org**, the website of the National School-Age Care Alliance, where there is a link to the SAC list under professional development.

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Rain or Shine – Plenty of Activities at Little Flower

The sun rarely comes out in Oregon, but that doesn't stop the Little Flower Development Center from offering plenty of indoor and outdoor activities for their 45 school-agers.

"We open our snack shop to the scholars to buy little goodies and snacks. Most of the parents have pre-purchased cards [for this purpose]." *–Shelly Twist*

Located on the campus of Sisters of Saint Mary of Oregon in a suburban area near Portland, the school-age program is part of a larger child care center which cares for children from the age of 8 weeks to 12 years. The program has access to a number of facilities located on the campus, including a covered basketball/tennis court, baseball diamonds, and a convalescent hospital. In addition, children have access to "nature's beautiful creations on our campus," says Shelly Twist, one of the staff members. Twist adds, "We have a forest to hike in, a pond to observe and study, gardens to tend to, and even many different species of animals to study."

When rain sends the kids indoors, activities include arts and crafts, dramatic play, and a quiet area for reading or listening to music (using headphones).

The school-agers are given the opportunity to help plan the program by giving the staff suggestions on indoor and outdoor activities they want to do. Some of the school-agers' favorite activities include basketball, tag, soccer, and capture the flag.

Twist said that many parents prefer their children work on homework when first coming to the program, so time is

School-agers at Little Flower take advantage of sunny days to go outside for activities.

set aside when kids first arrive to complete homework assignments before going to activities. Children who don't have homework or will complete it at home are allowed to go immediately to their activities.

Children are offered two snacks a day, with a favorite activity that is also a fund-raiser being the "Snack Shop." Twice a week "we open our snack shop to the scholars to buy little goodies and snacks. Most of the parents have pre-purchased cards that have a set amount of money to be spent each day of snack shop," Twist said. "All of the money we raise goes to purchasing something for the classroom. In the past a foos ball table and an air hockey table [have been purchased from these funds]."

Twist said a challenge has been with parent schedules and not knowing how many children to plan for each day. To resolve this issue the staff sent a form home with each child at the beginning of the school year so parents could write in the days their children would be attending the program. "We had a good response from the parents, so we are now able to know an average daily number of children we will have each day."

Twist added that most of the parents have expressed an interest in how their children are doing on a day to day or week to week basis. "This has been very helpful to us because it gives us an opportunity to communicate to the parents how their child is doing or what problems have arisen that day. At Little Flower, if a problem has occurred, we try to talk to the school-ager and discuss the incident. We treat them with respect and talk to them about what is appropriate and not appropriate behavior. We have rules here that the school-agers know they must follow. If the issue can not be solved by us talking to them, we send them to the Director to discuss the issues further."

Twist concludes by saying, "Through it all our school-age program is strong and fun for both the school-agers and the staff. We have achieved a special bond with these children and their families that gives us a stronger sense of being one big happy family. Just knowing that we have such an effect on these school-agers' lives is one of the best feelings in the world."

Quick Facts:

Little Flower Development Center — Beaverton, Oregon
Jane Phelps, Director

Years in Operation: 8
Program Administrator: Sisters of Saint Mary Catholic School
Space: Shared space
No. of Sites: 1
No. of Children: 45
No. of Staff: 3
Range of grades: 1st-6th
Hours of operation: 2:30 - 6:30 p.m.
Summer program? Yes
Fees: $58.75 per week; $140 per week for summer program

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700 or request by mail.

Note: "Program Profile" and "Profile in a Box alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

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Games!

Spring is here and the weather is questionable for outdoor play! Why not try some of these indoor games to keep your school-agers happy. If you have a nice sunny day...take the game playing outside!

Johnny Went to Sleep

Players stand in a circle. The first player says, "Johnny went to sleep." The group asks, "How did Johnny go to sleep?" The first player says, "Johnny went to sleep like this," and does a motion. The group responds "Like this?" and repeats the motion. Play continues to the next person in the circle, who says, "Johnny went to sleep..." but after the second player gives her motion, the group responds with "Like this" and repeats the first motion, then the second motion. This continues with every player adding a new motion.

Hazoo

Players form two lines facing each other. One person must walk down the middle of the two lines without laughing. Players in the line must try to make the person laugh or smile. They can try anything, but are not allowed to touch the player.

Chef Salad

Players stand in a circle and each player is given the name of a vegetable found in a salad, such as lettuce, carrot, radish, onion, etc. Give the same veggie name to several people in the circle. "It" stands in the middle and calls out a vegetable (or combination of veggies.) Those vegetables run into the circle and change places. "It" tries to find an empty space in the circle. The person left without a space is the new "It."

"It" may also call out "Chef Salad" and everyone must change places.

Variation: This game can also be played using a parachute and lifting the parachute when each vegetable is called–players must then run under the parachute.

Jamackwack

Divide group into two teams. Team A are the *Jamackwack* birds–they can only walk in reverse. Team A players must bend over, hold on to their ankles, close their eyes and walk backwards. Team B holds hands to create a fence. When the Jamackwacks are in position with their eyes closed, a gate is opened by two players dropping their hands. The Jamackwacks must find the opening by walking around the fence. The fence cannot move. When a Jamackwack finds the opening, he will call out to his Jamackwack friends, "Wack, Wack," to let them know where the opening is. Team B can do nothing to stop the Jamackwacks escaping, except they can sing very loudly to drown out the call of the Jamackwack. Songs can be fun kids' songs like "Old MacDonald" or pop tunes from artists like the Back Street Boys or Brittny Spears!

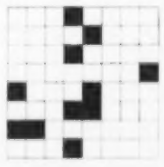
(***Suggestion:*** *Try a practice run of this game with the staff to "get the idea." Kids will love it, but don't forget...when do we stop playing a game? When the kids are having the most fun!*)

Spoons

Players sit around a table with one person as the dealer. Each player receives four cards. Place spoons in the middle of the table–one spoon less than the total number of players, not counting the dealer. Play begins and dealer passes the cards one at a time to the person on their right. Player either chooses to keep the card and discard one of his to the next player or pass the same card on. The object of the game is to have four of a kind in your hand. When a player has four of a kind, she takes a spoon–trying to retrieve the spoon slyly. As soon as a spoon leaves the center of the table, everyone must grab a spoon. The player without a spoon is out. All the spoons are placed back in the middle–minus one. Cards are reshuffled and dealt again, and play continues until there is one spoon champion left.

Game Resource

www.puzzlemaker.com allows you to select a specific type of puzzle (e.g. word search, crossword, cryptograms, word jumbles, etc.). Then you can type in the words or phrases you wish to include, plus a title for your puzzle. The computer does the rest and creates the puzzle. You can add hidden messages or other clues. Great tools for specific themes or school curriculum helpers for your homework area.



On April 25, 1901, cars in the United States were required to have license plates.

- Design your own license plate for your dream car. Are they personalized? What would they say?
- Make your own plate out of cardboard.
- See if you can find pictures of license plates from around the U.S. Make a matching game out of them.
- Next time you are taking a field trip, try to find the letters of the alphabet in sequence in license plates, one letter in each plate.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcean* of Marion, Ohio.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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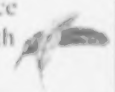
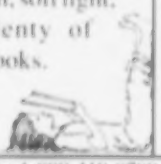
APRIL IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SPECIAL APRIL DAYS	April 2nd–*International Children's Book Day*. Set goals for how many books the kids can read in a month. Award prizes to those who achieve their goal.	April 3–Anniversary of the *Pony Express*. Set up a relay with teams of kids stationed about the program, inside and out, and see who's first to deliver a bag of letters.	April 6–*Ching Ming*, a holiday in China, celebrates the coming of spring and honors ancestors. Celebrate by making special paper flowers or pictures for relatives.	April 17–the *Muslim New Year*. What other cultures celebrate New Year's and when? Have a special feast to celebrate.	April is *Math Education Month*. Have a pizza party and drill kids on fractions, using the pizza pieces for visual aids. Kids can eat the results!
SHAKESPEARE	April 23, 1564 – William Shakespeare is born. Let older kids read some of his sonnets aloud to the group.	Let school-agers act out scenes from different Shakespeare plays - perhaps Hamlet's soliloquy or the balcony scene from *Romeo & Juliet* (if the kids will do it!)	Using fabric scraps, newspaper, or tissue paper, make clothing from Shakespeare's time.	How did Shakespeare write down his plays and sonnets? Try making quill pens from goose feathers and practice writing with them. 	Let groups of school-agers get together to try writing short plays using language from Shakespeare's time but with modern plot twists.
EARTH DAY	April 22 is *Earth Day*, which began in 1970 to call attention to the environment. Have a discussion: Can we really do anything to make the environment better? What?	Have a clean-up day around the program. Pick up trash, recycle cans, glass, newspaper. Collect cans from families as a fundraiser.	Check with the Health Dept. in your area to see if they have a recycling education program. Or visit *www.enviroaction.org* for project ideas.	What recycling crafts can you make? Birdfeeders from plastic soda bottles, Tin can people, Vases from tall skinny bottles, bundles of newspapers for forts or play houses.	Create a recycling area in your program with separate boxes for plastic jugs, newspaper, tin cans, bottles. Make weekly or monthly trips to the recycle center.
PLAYGROUND SAFETY	April 30 is *National Playground Safety Day*. Let the kids survey the playground equipment and write down potential dangers.	Scout play area for dangerous items such as glass, needles, etc. Kids can mark the spots with colored warning signs but only adults should clear the danger away.	What can be done to make the play area safer? Think of materials that can help (old tires for bumper guards, straw or sand for soft landings, etc.)	Have a playground design contest. Let pairs or small groups of children brainstorm on the ideal playground. Have them sketch the design to show others.	Everyone votes for their favorite playground design. Build a model of the winner to present to the program's board of directors. Maybe it will become a reality!
GAMES!	On April 29, 1967, Huntingdon PA became the site of world's largest Monopoly game at 550 square feet. Create a life size board game of a favorite game.	Let children sign up for board games they wish to play and have a program-wide games tournament.	Have a day of card games. Try your "hand" at Rummy, Old Maid, Go Fish, Concentration, Hearts, Uno or Spoons.	Inclement weather outside? Try some of the indoor games on page 4.	Let children create their own board or card games. Laminate the boards or cover with clear contact paper. Use sandwich bags to collect game pieces.
NATIONAL LIBRARY WEEK	The second week in April is National Library Week. Take a trip to the local library to check out books for the reading contest.	Does everyone have their own library card? Find out what it takes to get one. (In some cities it's free, other cities charge for cards.) Encourage parents to get a card for their children.	Create a library area in your program with soft spaces to sit or lie down, soft light, and plenty of good books. 	Let older kids record story books on tape for younger children to play. Encourage the readers to provide sound effects and special voices for different characters.	Have a regular story time. Even older school-agers like to have chapter books read to them. Ask senior citizens or college students in to read to the children.

Evaluations...

(Continued from front page)

these activities? What do we think the effects will be? Is the current structure the best way to accomplish our goals?

While outcome evaluation seems to be a useful tool, there is a great deal of controversy in the field regarding this issue.

What are the challenges for school-age programs?

While outcome evaluation seems to be a useful tool, there is a great deal of controversy in the field regarding this issue: Which outcomes are appropriate to expect, and over what time frames? What program models and content promote the best outcomes for children? How should these outcomes be measured? Are standards a more appropriate indicator of quality than outcomes? What overall framework for accountability is most effective for out-of-school time as a field? How can evaluation promote and support continuous program improvement?

Programs across the nation have diverse needs and responses with regard to accountability and outcomes measurement. Currently, some programs are uncomfortable with these approaches, either because they don't feel they have the capacity to carry out evaluation activities or because they are concerned that what is measured will not reflect programmatic goals and achievements. Other programs are interested in understanding and using data gathered through outcomes measurement methods, either to demonstrate to external audiences that their programs are effective in meeting the needs of school-aged children and their families, or to use outcomes data to guide program monitoring and activities, but they aren't sure how to proceed.

Programs have a wide variety of needs that pose a challenge to finding a single recipe for evaluation that will work for everyone. First, programs are responding to three different trends, resulting in varied program goals: (1) prevention of anti-social behavior such as drug use, juvenile crime, and teen pregnancy; (2) provision of child care that supports parents' employment, and overall child development; and (3) increasing the academic performance of children and youth (Miller, 1999). In addition, programs have diverse program models and structures, from drop-in recreational programs to traditional programs in which the children participate daily, to focused arts or science programs that may meet once or twice a week. It seems likely that such programs would require different evaluation approaches. Finally, programs have differences in their capacity (i.e., administrative support, staffing, training, funding, and information systems) to design, implement, and report on their own outcomes evaluations.

What about program standards, such as the *NSACA Standards for Quality School-Age Care*?

Many school-age providers are already familiar with the NSACA Quality Standards. Over the past decade, after-school programs have worked to support positive outcomes for children by developing and implementing these standards. The implicit assumption in a standards-based approach is that a high quality program will result in positive outcomes for children. To the extent that the standards have been based on research linking program characteristics (e.g. low staff turnover, good staff:child ratios, varied activities) to developmental outcomes for children, youth, and families, this assumption is very likely to be true. The NSACA Standards go beyond the basic health and safety floor set by licensing and set a bar for best practices. They are based on the best research in the field, have been validated and form the basis for program accreditation.

Working on meeting program standards using a continuous improvement method such as ASQ (*Assessing School-Age Quality*, part of the NSACA Accreditation process), is a form of process evaluation, focused on the implementation of the program itself rather than outcome evaluation, which focuses on the results of the program. For many programs, process evaluation may be the only type of evaluation they need. However, for a variety of reasons, more and more programs are finding that they also need to measure the actual outcomes for children and families. These programs and their staff need to learn more about other types of evaluation strategies.

There are many models available for developing outcomes evaluation, and many researchers who can provide some technical expertise in the process. The Outcomes Project at the National Institute on Out-of-School Time (NIOST) is currently developing a paper to help programs think about the best strategies and models for meeting their needs. United Way affiliates around the country are engaged in an extensive process based on the "Logic Model." Other resources are available on the web (see box on p. 7). »

References:

Miller, B.M. (1999). *Issues and Trends In Out-of-School Time Programs*. MA: National Institute on Out-of-School Time.

United Way of America (1996). *Measuring Program Outcomes: A Practical Approach*.

Beth Miller, Ph.D., is Research Director at the National Institute on Out-of-School Time.

Robyn J. Silverman is a doctoral student at the Eliot-Pearson Dept. of Child Development, Tufts University, currently conducting a program evaluation internship at NIOST.

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Evaluation Resources

Listed below are some of the resources available for conducting evaluations of school-age programs (see related article, p. 6):

Measuring Program Outcomes: A Practical Approach from the United Way of America. To order call Sales/Service America at 800-772-0008

The National Network for Child Care has a website on evaluation tools for child care programs: **www.nncc.org/evaluation/evaltools.html**

Federal Department of Education: www.ed.gov/21stcclc/eval.html

National Institute on Out-of-School Time: "Outcomes and After-School Programs: Making Sense of New Expectations", Beth M. Miller, Project Director

President...

(Continued from front page)

In another proposal which could improve school-age care, the President also called for a $600 million Early Learning Fund to improve child care quality and early childhood education. Other "Education" proposals were for increasing funds for failing schools and a $1 billion initiative to improve teacher quality.

To access the White House press release of the education proposals in the State of the Union Address, go to:

www.whitehouse.gov/WH/Newhtml/20000127_1.html

SAN Resources Available On Line!

School-Age NOTES is proud to announce that our catalog resources are now available on line!

All resources that can presently be found in the *After-School Catalog* can be ordered on line at the School-Age NOTES website through a secure server, meaning credit card orders can be processed without fear of unauthorized people getting your credit card number.

To check out the online catalog and place an order, simply go to our website: **www.schoolagenotes.com**. Simple, easy-to-follow instructions will take you through a "shopping cart" program making your ability to order on line easy. **plus**, online orders are automatically given a 10% discount (in addition to subscriber discounts!).

One of the many advantages of the online catalog is that SAN will be able to offer more books than are in the regular catalog, plus we'll be able to add new titles more often throughout the year. Plus, we'll be able to offer regular updates on books that are out of stock or out of print.

The online catalog is just another step in making the SAN website a multi-functional resource for after-school care providers. Other upcoming improvements on the website include a "Frequently Asked Questions" (FAQ) page, excerpts from new books, and an after-school provider survey. Look for details in upcoming issues of SAN.

www.schoolagenotes.com

SAC CONFERENCES

TENNESSEE March 10-11, 2000
11th Annual TennSACA Conference, Nashville
Contact: Tonya Bryson, 298-4049

WISCONSIN March 10-11, 2000
WISACA Annual Conference, Neenah
Contact: Dawn Alioto, 608-848-1329

NEW YORK March 23-24, 2000 **New Listing**
Annual NYC School-Age Training Institute "Commitment to Quality" sponsored by the Corporate Council on Out-of-School Time and coordinated by Child Care Inc. in cooperation with the NY State School-Age Care Coalition. **Keynote:** Rich Scofield.
Contact: Sonia Toledo, 212-929-2644, x 3025

CALIFORNIA April 6-8, 2000
18th Annual SAC & Recreation Training Conference, Pasadena. **Contact:** CalSAC, 415-957-9775

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh, PA
Contact: 617-298-5012

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

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PERIODICALS

March 2000

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RESOURCES

Teen Resources

We have a lot of calls asking for activity resources for older kids, ages 12 and up. We know that more and more programs are attempting to program for that age group, but there is little available that is specifically "school-age." It's important to note that given the particular developmental needs of adolescents, no set curriculum will be sufficient. Program directors and staff will have to be creative in their approach and what they offer, as well as include the teens in the decision-making process. Listed below are other publishers and organizations that have materials for adolescents that may be useful:

Search Institute: 1-800-888-7828, www.search-institute.org
Free Spirit Publishers: 1-800-735-7323, www.freespirit.com
Boystown Press: 1-800-282-6657, www.flbh.boystown.org
Educators for Social Responsibility: 1-800-370-2515, www.esrnational.org
ETR Associates: 1-800-321-4407, www.etr.org
Knowledge Unlimited: 1-800-356-2303, www.thekustore.com
At-Risk Resources: 1-800-99-YOUTH, www.at-risk.com
National Youth Development Information Center: www.nydic.org

Canadian Conference

The Association of Early Childhood Educators of Ontario is hosting the *Teach to Reach*, Year 2000 Conference, in partnership with the Canadian Child Care Federation. The conference will be June 1-3, 2000 at Niagrara Falls, Ontario.

For more information call Eduarda Sousa at 416-487-3157, ext. 27 or email esousa@direct.ca.

Boys Town Conference

The **Boys Town National Conference On At-Risk Youth and Families** will be held in Dallas on June 12-14, 2000.

Titled *Safe Environments...Safe Schools*, the keynote speaker will be Dr. James Garbarino, noted lecturer and author on child development.

For more information call 1-800-545-5771, ext. 104, or go to **www.boystown.org**.

Stamps

The U.S. Postal Service makes it easy to start a Stamp Collecting Club in your program with a host of resources, including a "Stampers Starter Kit." Go to **www.stampsonline.com** or call 800-STAMP-24 for more information.

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Good Termination Policies

A Plus for Kids, Programs, and Families

by Dale Fink

Any termination policy answers two questions: (1) What are the behaviors that could lead to termination? (2) When someone engages in these behaviors, what procedures will be followed?

We terminate due to the behaviors, not because "we are unable to meet the needs of the child."

In answering the first question, we set boundaries that are helpful in promoting good discipline. Families benefit from understanding the behaviors that can jeopardize their children's participation. Children with attention and behavioral problems benefit from the clearest possible demarcation of limits.

In answering the second question, we create mechanisms to ensure that everyone is treated fairly and that other solutions are fully explored prior to terminating a child's participation. This article explores three principles that might be followed in designing a termination policy.

First Principle: Observable Behaviors are the Yardstick

Termination must be based on *specific observable behaviors*. We may believe that unacceptable behaviors are a result of unmet needs, but we terminate due to the behaviors, not because "we are unable to meet the needs of the child."

In our printed polices, we should identify the kinds of behaviors that can lead to termination. These might include unprovoked physical violence, persistent bullying, verbal harassment of peers or staff, and unauthorized departure from the grounds of the program. When problems arise with a particular child, we should spell out on paper the specific behaviors that are problematic so there is no danger of the child or family misinterpreting our expectations. For instance, "Jess will not place his hands on another child's neck or face unless they have asked him to do so." I would caution against using such phrases as "Jess will act in a cooperative manner," or "Jess will be respectful of staff." "Cooperative" and "respectful" are states of mind, not observable behaviors, and are open to differences in interpretation.

Second Principle: The Behavior (Not the Child or Parent) is Our Antagonist

We have only one antagonist in this conflict: the unacceptable behaviors. To figure out why the child is engaging in these behaviors and to bring an end to them is a joint enterprise requiring the creative thinking of the child, the parents, and ourselves. It is not a confrontation between ourselves and the child or between ourselves and the family. We will succeed together with the family and assure the child's continued participation, or fail together–and terminate.

How do we implement this principle? We not only keep parents informed of a child's problematic behaviors but also convey our expectations about their

(Continued on page 3)

INSIDE

On-Site Insights 2
NSACA Journal 2
May Activities 4-5
Washington Notes 6
Profile in a Box. 7

Editorial

Will the Schools Take Over After-School?

by Rich Scofield

With the tremendous attention on and dollars to the 21st Century Community Learning Centers, some may be wondering if the schools will take over the after-school field. Almost like the growth of the internet, the school-age care field has seen rapid changes and heightened attention. The rapid changes are the amounts of money committed, pledged, and proposed. The attention is the amount of press and "buzz." (The catalyst usually is the money but in this case it is also due to the public's concern for the safety of children.)

In three short years the amount of money for the 21st Century Community Learning Centers (21stCCLC) has increased from $1 million in 1997 to $40 million in 1998, to $200 million in 1999 to $454 million for this year and finally to President Clinton's proposed $1 billion for fiscal year 2001. The Charles Stewart Mott Foundation has pledged close to $100 million to further after-school programs in the schools and to support the success of the 21st CCLC programs.

(Continued on page 3)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Grin & Share It

April Fools' Day: An excuse to be silly!

The coming of Spring brings more than April showers and spring flowers; it comes with a built-in opportunity to teach children how to pull off a "friendly" prank, and, more importantly, how to be on the receiving end of a practical joke. Yes, we're talking about our favorite "holiday"–April Fools' Day.

Each year we invite the children in our group to create harmless props to use to fool their friends and families. These activities are creative, fun, and the children cannot wait to get home to try them. In advance, we discuss the difference between a "friendly" prank that makes everyone laugh, and a hurtful prank that leaves someone being laughed at. We lay out the ground rules, then get to work.

Some activities that have been popular (both with the giver and the receiver of the prank) are so simple, yet the children do them again and again, year after year. We have included some of our favorites for you to try:

Fast Money: An old favorite! Tape a long piece of fishing line to the backside of a coin. Place the coin on the floor in a high-traffic area and position yourself where you will not be noticed. Pull the money away when the unsuspecting person tries to pick it up. Another trick: simply glue a coin to the sidewalk and watch how many people try to pick it up.

Spilt Milk: This is great for when April Fools' Day falls on a weekend. The children can make the prop in your program and bring it home to fool their parents. Mix Plaster of Paris to a thick consistency. Add some tempera paint for color. Pour it into a paper cup or yogurt container, tip it over and let it spill out onto wax paper, forming a puddle. Let it harden (about 30 minutes), peel off the the wax paper and add a coat of shellac for a shiny finish. It really looks real!

Parking Ticket: Super simple and quite successful. Make a fake ticket that looks real but includes funny "violations." (The above care is guilty of…smelling funny…speeding too slow…) Place the tickets on the cars of the teachers' and parents' in the lot and sit back and watch their reactions. One teacher even paid her "fine" with a fake "check" the very next day!

Wet Paint Signs: By far the easiest prank. Print up a bunch of "wet paint" signs and place them strategically around the building. Fun to watch parents try to walk up the the newly painted stairs!

Don't stop there! Get your staff involved by sending out a fake calendar for the month of April. (Ours included our new "policy" of paying staff to complete a child's homework.) Serve a silly snack. Remove the furniture from your room…act as if nothing has changed.

Missed the actual "holiday?" We keep these activities alive year-round with our "Pranks and Gags Club." Club members learn tricks, practice on each other, then go out and try them on the unsuspecting public. They love it and it helps them to learn how to take a joke and laugh at themselves. Can't we all use a few laughs?

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

Catch Jennifer and Cara at NSACA in Pittsburgh where they'll be conducting a *Site Coordinator's Survival Kit Workshop.*

NSACA Launches Journal

The National School-Age Care Alliance (NSACA) has published its first issue of a professional journal called *The School-Age Review*. Copies are in the mail to all NSACA members. This fulfills a goal from a 1994 strategic planning meeting that created a wish list of ways to serve professionals in school-age care.

School-Age NOTES publisher Rich Scofield, one of the original organizers and a founding board member of NSACA, commented, "This is a another step forward in creating a professional field. The opportunity for in-depth dialogue on issues facing the field has long been needed. Congratulations are due to Selma Goore, Mickey Seligson, Diane Barber and the others on the committee who persevered over many years in their vision for a professional journal."

If you are not a member of NSACA and would like more information, contact them at 617-298-5012 or at the website www.nsaca.org.

School-Age Stats...

- In 1991 22% of after-school enrollments were in kindergarten; 14% in 3rd grade; 1% in 7th grade.

Source: National Study of Before-and-After-School Programs 1993

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Termination...

(Continued from front page)

role. What do we want from parents? First, their insights into what may be at the root of the behaviors. Second, their ideas or strategies to help us. (If the child has special needs, this would include help in communicating with specialists or in accessing resources.) Third, a commitment to sit down periodically and brainstorm together.

Without our guidance, many parents will take feedback about a child's behaviors to mean they are expected to "fix" the problem–often by punishing the child. They are usually relieved to find out that we are not blaming them for the problems and not holding them solely responsible for the solution.

As much as possible, the process we go through with the parents should also be open to the child. On days you are meeting with her parent(s), sit down informally with Daphne. "Do you understand why I've asked your dad to come and talk with me?" "Do you know which behaviors of yours we are concerned about?" "Do you have any suggestions for how we can help you to change your behavior?" "Would you like to come to our meeting and talk about it?" Invite her to be present for a portion of the parent-teacher meeting. Explain this part of your policy to the parent in advance, and make sure the parent gets a chance to say everything he wanted to say outside the child's earshot before you invite Daphne into the meeting.

Third Principle: Programming Before Dismissal

What are the outcomes of the brainstorming among staff and with parents? If you simply spell out a series of increasingly harsh disciplinary sanctions, culminating in termination, then you have forgotten your aspirations to high quality. Your termination policy should commit you to trying out programming changes that will better engage the interests and abilities of the child, and to help her make friends. The *NSACA Standards for Quality School-Age Care* (1998) call on us to "help children find ways to pursue their own interests," "encourage children to take leadership roles," and "give children many chances to choose what they will do, how they will do it, and with whom." Whenever a child is not meeting our behavioral expectations, we should ask whether we have done all we can to shape the program in ways that engage this particular child's attention and energy–before we go farther along the pathway of punishment.

...Document all program modifications tried prior to terminating the enrollment of a child with a disability.

In the case of a child with a disability, such program alterations are a legal obligation. We are required under the Americans with Disabilities Act (ADA) to make "reasonable modifications" to meet the needs of any child with disabilities (including ADD or ADHD). If we receive federal funds (e.g., federal nutrition program), we are also subject to Section 504, with a similar requirement for program accessibility. These concepts do not refer only to the removal of architectural barriers but to modifying activity choices, room arrangements, social groupings, or daily schedules–in short, any elements of our program that might detract from a child's ability to participate successfully. We must document all the program modifications we tried prior to terminating the enrollment of a child with a disability.

While even contemplating the need for termination policies can be difficult for many program directors, they are important. When handled carefully, these policies can help children, families, and programs avoid being buried by behavior problems.

Dale Fink is a free-lance writer and consultant who has been a featured speaker at school-age conferences from New England to New South Wales (Australia). His book Discipline in School-Age Care: Control the Climate, Not the Children *is available from School-Age NOTES. Fink has a new book scheduled for release in May, 2000 titled* Making a Place for Kids with Disabilities. *Contact him at P.O. Box 363, Williamstown MA 01267, fax or phone 413-458-5334, or finkdale@sover.net.*

Schools...

(Continued fro mfront page)

The attention to the issue can be seen in newspapers such as *The New York Times* (front page January 24th) and weekly news magazines which have run features on the phenomenon of after-school programs and the federal funding. In fact, the term after-school program has rapidly become the term of choice over school-age care, school-age child care, and out-of-school time. The National Association of Elementary School Principals re-titled its revised edition of its standards book to lead with *After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care.* The U.S. Department of Education has named its school-age website www.afterschool.gov and all materials from the Mott Foundation refer to "afterschool." (They use the term as one word because focus groups liked it better than the hyphenated word.) Mott has initiated an alliance of public, private and nonprofit groups "committed to raising awareness and expanding resources for afterschool programs" called the Afterschool Alliance. (Members include such groups as JCPenney, The Advertising Council, U.S. Department of Education, and *People* Magazine.) What has been accepted as implicit in the term "after school" is "before school," summer, and holidays, those times when parents need care and supervision of their children and youth.

The attention has definitely been focused on programs, that is, "center" or group care of school-agers and youth as opposed to being with a relative or sitter, or in family child care. (The 1990 National Child Care Survey found the regular after-school care arrangements of 5-12 year olds with employed mothers to be 33% with parents; 33% with relative or sitter, or in family day care; 15% in lessons or activities; 14% in after-school centers; and 5% in self-care or "other.")

This heightened attention also seems to be focused on the schools and school-run programs to the exclusion of existing options. Most notably excluded from attention is the for-profit sector (except for the new fast-track, for-profit enrich-

(Continued on page 6)

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Cinco de Mayo

Mexico (and Mexican-Americans) celebrate on May 5 the anniversary of an important battle at Puebla, Mexico in which Napoleon III's French forces were defeated. Have a celebration: Make Mexican roll-ups by rolling Spanish rice in a flour tortilla. Listen to Mariachi music, and join in on the music or have a parade playing your own hand-made maracas.

To make the maracas: Thoroughly cover burned out light bulbs with several layers of papiér maché. When completely dry, decorate the maracas with brightly colored paint, tissue paper, etc. Allow paint to dry, then drop maraca to the floor in order to break the light bulb inside. The broken light pieces, safely contained inside the papiér maché, sound great when shaken.

Mother's Day

Mother's Day is celebrated Sunday, May 14. Ask the kids to think about what makes their own mom special, and remind them that mothers love home-made gifts best of all. Offer a variety of Mother's Day craft projects and let the children choose to make the gift that he/she likes best. If they can't choose just one, let them make gifts for Grandma or a favorite aunt, too.

Mother's Day Promise Cards

Materials Needed
–6-10 index cards per child
–colored pencils or markers
–small stickers (optional)
–pretty fabric ribbon or curling ribbon

On each card write "A Promise to Mom." For example, "I promise to clean my room," "I promise you a big hug," or "I promise to dust the living room." Decorate the edges of each card with tiny stickers or draw dainty flowers, etc. When finished, tie the cards together with a pretty piece of ribbon, or punch holes in the corner of each card and loop together on the ribbon.

Painted Glass Vases

Materials Needed:
–an empty glass milk jar (or a glass pickle or mayonnaise jar), any size
–liquid tempera paints
–white glue
–Mod-Podge glaze

To begin, thicken the paint by adding some glue. This prevents the paint from running, and also helps it stick to the glass jar. Paint a design on the jar using paintbrushes or cotton swabs. When the paint is completely dry, cover the entire jar with a coat of clear glaze (Mod-Podge). This seals the design and makes it shiny. Mom can use this as a flower vase, pencil cup, or a jar to hold loose change.

Puppets

In memory of Muppet creator, Jim Henson, who died on May 16, 1990, make different types of puppets from the following directions. Use your imagination and get as wacky as possible, then have a "Muppet" show.

Juice Can Puppets

Use clean, empty frozen juice cans to make these puppets. Cover the can with construction paper, then use any miscellaneous left-over craft materials you have to decorate. Wiggle eyes look best, but buttons or circles cut from felt or construction paper work fine, too. Make hair with yarn; use pom poms for noses, and seeds for teeth. Juice cans work well because children's hands fit nicely inside.

Finger Puppets

Since winter gloves are no longer necessary, find old or left over wool gloves (with fingers) whose mate is missing and make finger puppets. Cut the fingers off of the gloves and discard the hand. Decorate the finger tips with tiny wiggly eyes, buttons, fluff feathers, etc. (You can use ordinary tempera paint and fine-tipped paintbrush or toothpick, but this requires a very steady hand!) Each glove yields five finger puppets.

Life Size Puppets

To make life size puppets or marionettes, lie down on a large sheet of butcher paper and have someone trace your body. Next, cut out and color the body to look like yourself or some wild creature. Glue dowels or long thin sticks to the arms or hands so that you can manipulate your puppet.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Gina Campellone* of Vernon, Ct.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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MAY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MAY MILESTONES	May 1 is *May Day*. Make May baskets by weaving pastel color curling ribbon through a plastic berry basket. Attach dry or silk flowers around the edges.	May 4 is *National Weather Observer Day*. Look at this year's edition of the *Old Farmer's Almanac*. Has its weather prediction been correct so far this year?	May 5 is *Cinco de Mayo*. Make maracas (see page 4) and use them to have a Cinco de Mayo parade.	May 12—birthday of Florence Nightingale. Have kids research her life through various media - Internet, encyclopedias, etc. Find out what is important about her life.	May 16 is *Biography Day*. Let schoolagers write their own "life story." Encourage them to be creative in their recounting of life events.
CRAZY MAY DAYS	On May 3, 1948 the CBS Evening News first aired on TV. On May 3, 1971, National Public Radio was launched. Create a school-age news "team" for your program.	May 6 is *Beverage Day*. provide an assortment of beverages for sampling. Include unusual flavors of soda such as birch beer or cream soda.	May 14 is *National "Dance Like A Chicken" Day*. Have a chicken dance contest!	May 15 is *National Chocolate Chip Day*. Prepare a "no bake" recipe that uses chocolate chips.	May 25 is *National Tap Dance Day*. Tape bottle caps to the bottom of your shoes to make your own tap shoes and tap away!
PETS	Take a pet poll. How many kids have a pet? How many dogs? Cats? Etc. Chart the results on a big poster.	Have a show and tell day with schoolagers showing off their pets through photos. Who has the most unusual pet?	Invite a veterinarian or dog groomer to come to your program and talk about caring for pets. Or take a field trip to a pet shop.	Visit the library to find books about pets and pet care. Discuss what kind of pets require minimal care, which need a lot of care, etc.	Don't have a pet? Make a pet rock! Paint a face or design on a small, smooth stone. Carry your pet rock in your pocket.
RAINY MAY DAYS	Stuck indoors? Make silly putty. Mix 2 parts glue with 1 part liquid starch. Cover and refrigerate over night. Very pliable, fun to twist and pull.	Draw on a white, uncoated paper plate with a white crayon. Add a few drops of food coloring. Take plate outside in the rain for a minute. See what happens!	On a warm, rainy day take a walk outside. Use all your senses. What do you smell... see...hear?	Have a rain "brainstorm session." Think of every song or poem you know that includes the word "rain."	Is it "raining cats and dogs?" Think of some other silly expressions and draw funny illustrations to go with them. (Ex. "So hungry I could eat a horse.")
OUTDOORS IN MAY	Fill plastic pump bottles with liquid tempera paint. Have fun spray painting on a big piece of newsprint or an old bed sheet. This is messy...be sure to do it outdoors!	Make a nest building kit for the birds. Fill a mesh bag or old mesh stocking with bits of yarn, snips of string, and pieces of fabric. Hang outside near bird habitats.	Provide schoolagers with a stopwatch and let them take turns timing each other run from a starting point to a finish line.	Learn to jump rope... a lot of kids don't know how. Try double Dutch style or other jump rope games.	Use a broom handle or other pole to have an outdoor limbo contest.
NATIONAL PHOTO MONTH	Ask each child and staff member to bring in a baby photo. Arrange photos on a bulletin board and let everyone guess who is who.	Provide a camera loaded with film or several disposable cameras. Teach kids the basics of taking pictures, and then go outdoors to take some spring photographs.	Look at a photograph of a person or place. Try to paint or draw a picture of the photograph.	Cut photos of faces and bodies out of magazines. Make a silly collage by mismatching heads and bodies. For example, glue a big man's head to a baby's body.	Make a frame for your favorite photo by gluing together popsicle sticks. Decorate the frames with buttons, glitter, beads, etc.

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care USA." This report was written exclusively for SAN readers.

FY 2001 Budget Increases SAC

As mentioned in the March issue of SAN, in President Clinton's fiscal year 2001 budget to Congress, the 21st Century Community Learning Centers (21stCCLC) would get $1 billion, more than double the FY 2000 earmark of $453.5 million, enough to serve 2.5 million school-agers. This request would create or expand about 1,360 grants covering about 6,400 schools. Current programs would continue getting funding for a total of about 10,000 sites. The administration would give priority to applicants serving students "failing or in need of improvement."

The plan also would increase the discretionary part of the Child Care and Development Block Grant by $817 million to $2 billion. As usual, school-age programs and Resource & Referral would get a $19 million earmark. The budget would also allocate $223 million above the required amount for quality activities. Additionally, states would get $2.6 billion in mandatory funds for workfare recipients.

HUD School-Age $

Interested in grant money to run school-age programs for public housing residents? You've got until June or so to apply for a share of the $72.39 million the Dept. of Housing and Urban Development (HUD) will be awarding this year in three categories (only two listed here): **Public Housing Resident Opportunities & Self-Sufficiency Program:** Grantees will split $55 million they can use for after-school programs. HUD requires a 25% match. Deadline: June 15. **Public & Indian Housing Drug Elimination Technical Assistance for Safety & Security:** HUD will divide $1.14 million, which grantees can use to help start school-age programs. Deadline: June 15.

For applications call 800-HUD-8929, 800-HUD-2209, or see www.hud.gov.

Schools...

(Continued from page 3)

ment programs).The for-profit sector in the comprehensive 1991 national study represented 34% of the estimated 49,500 before-and-after-school programs.

Combined, the 21st CCLC programs and the philanthropic partnership and interest of the Mott foundation are the driving force in today's after-school world focusing on low-income children and on educational enhancement and positive youth development. Use of the school buildings after school as a place for youth and for educational enhancement is the founding vision of community education and its supporter the Mott Foundation. And it has been the vision right from community education's start as the community schools concept in 1935 in Mott's home town of Flint, Michigan. Thus the community education field has had new blood pumped into it after many years of funding cuts. This dovetails with school reform ideas involving schools as places for all — community schools.

So back to the original question — will the schools take over after-school? The answer is no. Will the schools take over an increasing role in after-school programs? The answer is yes.

The diversity of types of programs, sponsorship, activities, and purposes is reviewed in a comprehensive, 160-page report titled "When School is Out" in the journal *The Future of Children* which is published by The David and Lucile Packard Foundation. (Available at www.futureofchildren.org or see back page for hard copy info.)

The Packard report does point out that the supply of after-school programs in schools has increased from 13,500 in 1991 to "more than 20,000 public schools [which] now offer extended-day activities." But that statistic does not mean the schools will take over all programs for several reasons.

One reason the schools won't take over all after-school is that the 21stCCLC programs are targeting children of low-income families, a population the for-profit sector finds does not use its facilities. These new programs are fully-funded and free. If there are funding cuts or grants are not renewed, few communities would have the resources for schools to pick up the price tag. Even if the schools can find parents able and willing to pay, the schools may not be willing to take on the role of fee-based services. (Just look to the success of YMCAs, ARAMARK's Medallion, and other groups contracting with schools to do the programs for them.)

Because of busing and a decline in neighborhood schools many kids can't walk home from school and thus community-based programs particularly those with transportation services such as religious institutions, park & rec departments, and YMCAs are still needed. Those children in private and faith-based schools will continue to go to those schools' after-school programs.

Even the Packard report seems to ignore a fee-based system of programs which took root more than 30 years ago before the rapid increase in school-age programs in the 1980's by YMCAs and school systems. Private child care programs originating as preschool child care programs offer parents additional choices in the menu of after-school options. Particularly attractive is the ability to pick up their preschool and school-age children at the same location after work. Convenience in pick-up location (and before-school drop-off) also factors into a parent's choice of a private program.

For some schools the 21stCCLC grants have been the push they needed to look into school-age care. For others it has been the lure of funding. For those who have been in the school-age field for many years it has been interesting to watch the almost "dot.com frenzy" of interest. Interest in a field that in the past two decades was the "poor relative" of child care, a field already bouncing on the bottom of the hot occupations list but suddenly now has become everybody's best friend.

The schools will always need additional support in providing for a community's after-school needs. In Memphis two churches serve children from a school that is a block away but also has a 21stCCLC program. In the end, the schools involvement, particularly for children at-risk who would not normally have after-school programs available, will be a valuable contribution to society but not a "take over" of after-school.

Rich Scofield is editor/publisher of School-Age NOTES.

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Profile in a Box:

School-agers at one of 16 after-school sites for Miss Irene's ClubHouse Kids enjoy spending time on the merry-go-round.

Miss Irene's ClubHouse Kids, Inc.

Martinsburg, West Virginia
Irene Rhodes, Director

Program Administrator: Non-profit corporation
Space: Shared space in schools
Years in Operation: 10
No. of Sites: 16
No. of Children: 30 at each site
No. of Staff: 60 total
Hours of operation: Mornings: 6:30-8:30 a.m., Afternoons: 3:30 - 6 p.m.
Summer program? Yes
Fees: $2/hr for regular care, $3/hr for occasional care. Summer fees are the same.

Dimensions of Program: "Although we are not an extended school day, we often play games which are educational. It's been proven that play is a very important part of a child's life. Before school we usually stay indoors, but by 3:30 we're really ready to "cut loose" on the playground." (*from Parent Handbook*)
Special Note: Haven't had to raise $2/hour fees for 10 years. Due to non-profit status and grants from State. Dept. of Education, fees are kept low.

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700.
Note: "Program Profile" and "Profile in a Box alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. It is not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month, and which type of profile, long or short, is used.

Air Baggage

Planning on flying to NSACA or a summer trip and haven't flown since before last Thanksgiving? Be prepared for more restrictions on the size of carry-on baggage. Airlines are now letting the security checkpoints be the "bad guys" by putting up templates on the x-ray machines. If your luggage doesn't fit, it must be checked back at the ticket counter and can't be carried on board. The size is what a standard roll-on measures. Call your airline to get exact measurements of carry-on luggage.

NAEYC Institute

The 9th Annual Conference of the National Institute for Early Childhood Professional Development sponsored by the National Association for the Education of Young Children (NAEYC) will be held June 4-7, 2000 at the San Francisco Hilton and Towers. While from a child care/school-age perspective this is an expensive conference (registration $250-275; hotel $185/night), it is a mind-opening, professional development bonanza.

While there is one of the longer seminars focusing specifically on school-age care, school-age participants will get the most out of the entire conference if they look at the broader picture. There are many opportunities to hear about career development systems that are preparing child care workers; developing culturally appropriate programs; and integrating technology into professional development and more. For more information call 800-424-2460 for a preliminary program or go to www.naeyc.org

School-Age Stats...

- About 35% of 12-year-olds are left by themselves regularly while their parents are at work.
  Source: Fight Crime: Invest in Kids, 1997
- 45% of 4th graders spend at least a portion of their out-of-school time unsupervised. *Source: Vandell, et.al. 1995*

SAC CONFERENCES

CALIFORNIA April 6-8, 2000
18th Annual SAC & Recreation Training Conference, Pasadena. **Contact:** CalSAC, 415-957-9775

NSACA April 14-15, 2000
12th Annual National School-Age Care Alliance Conference, Pittsburgh. **Contact:** 617-298-5012

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

ILLINOIS Oct. 7, 2000 **New Listing**
IL Child Care Conference, IL SACC Network, Bloomington. **Contact:** Carlene Stambaugh, 800-649-1766

N. CAROLINA Nov. 16-18, 2000 **New Listing**
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

April 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

After-School Report

An exciting, comprehensive, 160-page report titled "When School is Out" in the journal *The Future of Children* published by The David and Lucile Packard Foundation contains 15 articles and commentaries that review, analyze, and make recommendations regarding the current trends and social policies related to children's out-of-school time specifically programs after school. This report is exciting because it is the most comprehensive review of the subject to date and relevant research is cited throughout. It is ideal for people who need statistical information, are writing grants, or are students writing on the subject.

Free copies of the journal or executive summary are available by request to: Circulation Department, The David and Lucile Packard Foundation, 300 Second St., Suite 200, Los Altos, CA 94022 or e-mail: circulation @futureofchildren.org or FAX (650) 948-6498. (Allow six weeks for delivery.) Also available online at http://www.futureofchildren.org - Only Executive Summaries will be shipped internationally.

Catalogs for Summer

At the recent American Camping Association conference in Albuquerque, the following companies exhibited their materials that are great for activities in after-school or summer programs:

The Leather Factory: Leathercraft supplies for all ages including tools, leather craft kits, moccasin kits, belt kits, hides, and skins. They are both a manufacturer and a distributor, so they have lots of items.

For a free catalog call 800-433-3201 or 817-496-4414.

Just Balls!: This company has thousands of different types of balls, every make and model for every skill, age, and price level.

You can order only through their online catalog at www.justballs.com or to order by phone call 800-595-5464.

NASCO Catalog

The NASCO School-Age and Early Childhood Catalog is available with all types of materials: art supplies, crafts, manipulatives, games, sports equipment, activity kits, puzzles, furniture, etc. For a free catalog call 800-558-9595 or 920-563-2446. Or go online at www.eNASCO.com

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Between Play & Academics in After-School Programs

by David Alexander

Editor's Note: *The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.*

The increasing emphasis on student achievement and mastery test scores has many after-school programs struggling with the demand to improve academics and offer homework assistance, while also offering a well-balanced program that provides plenty of opportunities for play and social interaction. What can quality after-school programs do to encourage learning, while not creating an overly academic climate? The answer lies in part in project-based activities that stand between play and academics and combine the best of both.

Learning through project-based activities

Unlike the rather serendipitous learning that can occur through play, project-based activities can provide more intentional and planned learning experiences, while still offering many of the attractive qualities of play. Play is typically *internally shaped by the child*, while project-based activities are more *externally shaped* by program leaders. These activities are open-ended, challenging, and experimental in nature and can build on and further children's learning in a stimulating and creative way, thus maintaining the positives associated with play, while also helping children develop new skills and learn new information. Project-based activities generally share these qualities:

- The project is usually stated as an open-ended *"there are many ways to do it and many potential outcomes"* kind of challenge to the children which encourages the having of many child-originated ideas. *Examples include:*

"Using fewer than 10 feet of masking tape and 100 paper straws, design a bridge that will span these two tables and hold the weight of the tape dispenser."

"Test to see if plastic straws are better than paper ones for building."

"Try wooden coffee stirrers instead of straws."

- The best projects have well-described variables, boundaries, and possible directions. The project cited above is a good example of an activity that describes the allowed variables, boundaries, and possible directions.
- Projects can be done privately or collaboratively. *Example:* "By yourself or with a friend, find the dirtiest place in this room, and prove it by using sampling techniques."
- The project is so well-chosen that every child, young or old, can start off with a sense that they can be successful, and can use the skills and understanding they already have, along with varying degrees of instruction and assistance, to meet the challenge of the task. *Example:* Creating and publishing a newspaper for the after-school program, such as *"The Center News."*
- The adults have sequenced and organized the project and have some sense of the project tasks and what it takes for children to access them successfully. *Example:* 1. Designing the bags; 2. Locating materials; 3. Learning how to sew; 4. Finding appropriate city locations; 5. Taking the sleeping bags to the homeless.

(Continued on page 6)

INSIDE

On-Site Insights 2
Grace Mitchell 3
June Activities 4-5
National Conference 6
Program Profile 7

$1 Billion for the 21stCCLC? Who Do You Know?

by Charles Pekow

Given his political skills, President Clinton is likely to get a substantial part of the proposed $1 billion for the 21st Century Community Learning Centers (21stCCLC) program. And even $1 billion probably won't meet demand for what has quickly become the most popular grant program in the Dept. of Education's history.

...Congressional delegations used the program as part of the proverbial pork barrel.

But don't think the only way to get a grant is to document that hundreds of children in your community need remedial education and a safe after-school program or to show that you've got the talent to run a terrific program. Need and quality are becoming irrelevant in determining who gets funded.

It's a safe bet that many of the grantees who get some of the money next year won't get it because their communities showed the greatest need or because they developed the most creative or

(Continued on page 6)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Spring Fever!

Antidote Needed for Strange Illness

May is upon us and everything is bright, fresh and new. Can you say the same about your program? Are you in that weird rut between surviving the long winter and beginning to spend your time and energy planning your summer? Focus is shifting to the Summer Program planning and enrollment for next year–Hey! We still have two more months left of *this* year!

The perception that there are "only a few weeks left" makes program staff susceptible to a condition [called] "one-foot-out-the-door syndrome."

The perception that there are "only a few weeks left" makes program staff susceptible not only to " spring fever" but to a condition we call "one-foot-out-the-door syndrome." Symptoms of this very contagious ailment include (but are not limited to): losing one's planning book, oversleeping on Mondays, forgetting the early morning staff meeting that is *always* on Thursdays, and becoming unusually interested in working on your tan. Administrators notice an increase in the number of actual sick days being used, so we have actual proof that this syndrome exists.

Is there a cure? *We don't know.*

While no one is immune, we must first recognize that there are a good eight weeks left, go ahead and organize that Ultimate Fribee tournament with neighboring programs…plan that big parent event…wrap up the year with a bang.

Is there a treatment? *We have some tips.*

Staff are physically and mentally tired. At what should be the most pleasant time of year and the easiest to plan, we find ourselves relying on hours of "free play" outside instead of introducing new activities.

☞ Motivate your staff with a Training Workshop that is fun and hands-on. Most programs present the "activity-related" trainings in the Fall. Schedule an evening with a Drama Specialist or Group Games Specialist and learn some new ideas (or remind yourself of old favorites) now when energy is low.

☞ Take advantage of the good weather and offer your activity choices outdoors. Many crafts or circle games can be done on a blanket. Folding tables work great for messy crafts.

☞ Keep a nice balance between "free play" and "structured choice" time. It is very tempting on a beautiful spring day to just "hang out" in the sunshine. Great for a day, but what about the fifth beautiful day in a row?

☞ Pair up staff that don't usually work together to plan joint events or special activities: Wacky Olympics, water day, Scavenger Hunt, Giant Capture the Flag game, etc.

☞ Don't forget staff evaluations. If you haven't done them already, it is NEVER too late. Everyone needs to know how they are doing and what they could be working on. There are still two months left to improve.

☞ Assess your budget. Some programs (the lucky ones!) find that they are ahead of the game and have a surplus in their budget. New equipment, fresh resource books, and unusual craft supplies are a sure-fire way to motivate your staff. Most programs get the big "shopping spree" in the Fall when energy is high…recapture that feeling of a fresh new start and put it to work.

☞ Do your "end-of-year" Parent Survey (everyone does one, right?) a bit early so good comments can be shared with your current staff and the "less-than-good" comments can be addressed before everyone closes up for the summer. Try out new ideas you may want to implement in the Fall. While you are at it, how about conducting a "Staff Survey" complete with a "wish list" for future programming. Maybe you can accommodate some of the "wishes" this year.

Keep in mind that this "condition" is temporary and that there are no lasting side-effects. Complete recovery is almost certain. At this time, there is no vaccine available and program staff have been relying on tried-and-true "home remedies" for years. You may hold the key to the cure…share your secrets whenever you get together with others in the field. ✲

"On-Site Insights" is a regular column appearing in SAN each month. Both authors are school-age program directors at sites in the Boston area and as a team offer Survival Kit Workshops *around the country for staff training. They can be reached at 617-236-0347 or by emailing survivalkit@webtv.net.*

School-Age Stats...

In some urban areas, the current supply of after-school programs will meet as little as 30% of demand by the year 2002.

Source: GAO/HEHS-97-95, May 1997

School-Age NOTES

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Reflections on Grace Mitchell

The July 1997 issue of *School-Age NOTES* carried a front page story titled "Grace Mitchell's Reflections." It is with sadness but admiration that we now reflect on her life. Dr. Grace Mitchell died January 27, 2000 just past her 91st birthday.

It is reassuring to know that in regard to good child care practices, including school-age, that there has been a strand of continuity–from John Dewey through the Play Schools movement of school-age child care 1919-1950s and on through the 1960s and 70s to the present. Grace Mitchell was a part of that continuity. She was called "the most experienced day care specialist in the country." Her career in early childhood education and child care started in the 1930s. Her beliefs about school-age care and child care can be seen in her writings. Her 1961 book *Fundamentals of Day Camping* was written for the American Camping Association and copyrighted by the National board of the YMCA.

Karen Miller, in her tribute to Mitchell in *Child Care Information Exchange* said, "Her most important message was that we should never stop learning and stretching our awareness." We believe she would appreciate our passing on of a few of her reflections from her 1961 day camping book as people get ready for their summer programs. These reflections are as relevant today as 40 years ago. Her message about the opportunity to "do nothing" could be considered a philosophical key to school-age care.

Summer Programs

On Doing Nothing

"While he is looking at the program, the day camp director should bear in mind that it is not essential for every camper to be doing something all the time. The nicest gift we can give to some children is the opportunity to be still and do nothing; the finest thing we can teach them is to take time to STOP, LOOK, and LISTEN. Day camp can be an oasis in the midst of a world where pressure and haste prevail."

...It is not essential for every camper to be doing something all the time. The nicest gift we can give to some children is the opportunity to be still and do nothing; the finest thing we can teach them is to take time to STOP, LOOK, and LISTEN. *–Grace Mitchell*

On Balancing the Day

"*Balance.* A time for activity, and a time for rest; a time to be busy, and a time for lesiure; a time to learn new skills, and a time to "just play"; this alternation is of utmost importance. Children with an overabundance of energy cannot be trusted to recognize their physical limits.Campers should go home at the end of the day pleasantly tired, but not physically exhausted."

On Choice

"*Choice of Activity.* The ability of a camper to choose his own program increases with age and experience. For the first week it is usually best to plan a program which exposes the camper to many activities. As the season progresses, more and more opportunity for choices should be offered. In some day camps the children have a planning period each day before they go home to discuss what they will do on the next day. In another, campers are given a choice of several activities with the leader keeping a check list to insure some degree of variety in each camper's program. The system used should allow for flexibility and for desirable changes."

On Younger & Older Kids

"In camps where children under six are accepted, a program suitable for the preschool child is necessary. After they reach the age of ten, many campers acquire a sophistication which will call for a more challenging program than is satisfying to the younger campers."

On Sensory Experiences

"The nature program can begin with the simplest sensory experiences. At no other season of the year can we live as intimately with nature as in the summer.

"*A camper can hear–*

- wind in the trees and detect the difference between a broadleafed maple and a pine tree.
- water, lapping at the edge of a lake, dripping after a rain, gurgling and murmuring in a brook, or swirling down a drain.
- the sounds of insects...high and low pitch...rhythm, whirring, humming.
- the sounds of nature on a still hot day...on a windy day...on rainy day... with his ear to the ground."

On Where Kids Come From

"*Background of Campers.* The social, economic, and educational background of the campers will have some bearing on the program.

For the campers who live in crowded city areas where a tree is a novelty, the simplest outdoor experience may constitute high adventure.

On the other hand, many children who live in suburban homes with landscaped lawns and gardens, have just as great a need for open spaces in which to run, and for woods to explore. There are not many backyards today where the tree houses, huts, box and board building play, and junkyard type of equipment would be acceptable, but children have need of these things as an outlet for their energy and imagination." ⇨

Poet's Workshop

In honor of William Butler Yeats and all poets, encourage the school-agers to try their hand at poetry. Here are a few ideas to inspire them:

- Use an overhead projector to project different colored tissue paper on the wall. Ask the children to call out words that describe the colors. You might need to suggest a few words to prompt them. For example, if the color is yellow, you might think of "sunny," "happy," or "pale." Combine the words to create a group poem.
- Offer sensory experiences, such as letting the children touch sticky dough, smell oregano, hear the sound of a bell in their ears. Work together to list words describing these sensations.
- Listen to classical, jazz or blues music. How does the music make the children feel? Write these feelings on paper.
- Look at familiar things from a different perspective: crawl around on the ground, turn items upside down and describe what you find, or look at common, everyday items close up through a magnifying glass. How did your perspective change? Write down these perceptions.

Kick Volleyball

A new twist on an old game, where players use feet and knees instead of hands to play volleyball.

Set up a low net by hammering two stakes into the ground about 7 feet apart. Tie a rope between the stakes.

Divide players into two teams. The teams line up on either side of the net and try to kick the ball back and forth over the net. Players count aloud each time the ball goes over the net. If players touch the ball with their hands or if it rolls away from the playing area the counting must begin all over again. Try to set a record for the number of times the ball goes over the net.

What If?

This is a fun game to pass the time while you are waiting in line, riding on a bus or just relaxing.

Ask the school-agers to describe what the world would be like if:

- dinosaurs still ruled the Earth
- electricity had never been invented
- all gravity suddenly disappeared

Use your imagination and invent more scenarios.

Hit the Spot

Put a coin, button or any other round object on the ground. This is the "spot." Give each player an index card with his or her name written on it. One at a time the players are blindfolded and try to set their card on the spot.

For added challenge, try spinning the players around three times before sending them off to find the spot.

Use this game as an opportunity to increase measuring skills. After the game measure how far each person's card is from the spot. Don't focus on winning and losing, instead make it a group challenge to guess the correct measurements.

Home-Made Sidewalk Chalk

Ingredients:

- ✔ 4-5 eggshells
- ✔ 1 teaspoon flour
- ✔ 1 teaspoon very hot water
- ✔ food coloring

Wash and dry the eggshells. Put them into a bowl and grind into a powder. Put flour and hot water into another bowl. Add 1 tablespoon of the eggshell powder and a few drops of food coloring. Mix well.

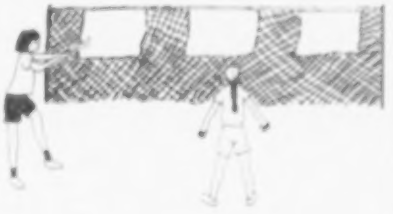
Shape this mixture into a chalk stick. Roll the stick up tightly in a paper towel and let it dry for three days.

Spray Bottle Art

Style #1

Draw with washable markers on a large sheet of glossy fingerprint paper. Try to color all over the paper. Take the drawing outside and hang it up on a fence.

Fill a spray bottle with water (use a plant sprayer or an empty hair spray or other spray bottle). Aim the bottle at the drawing and squirt, trying to get all parts of the paper wet. The water will cause the colors to run down, creating interesting new patterns and shades.



Style #2

Fill three spray bottles 3/4 full with water. Add tempera paint to each bottle, one red, one yellow and one blue. Cap tightly and shake to mix the water and paint. Hang a large sheet of paper outside on a fence. Spray the paint at the paper. Try mixing colors.

Father's Day

In honor of Father's Day, invite the fathers or other male mentors in the children's lives (uncles, grandfathers, Big Brother) to the program for career day. Let these male role models describe what they do for a living. Consider starting a "Big Brother" program for those children who have no positive male mentors in their lives.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JUNE IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE BIRTHDAYS	June 12–birthday of Lou Gehrig, a famous baseball player. He died of ALS. Research this disease to find out what's being done to end it. Play a baseball game in Gehrig's memory.	June 13–birthday of poet William Butler Yeats. Try writing some poetry. See page 4 for tips on inspiring young poets.	June 14–birthday of Burl Ives, a folk singer from the 50s and 60s. Have a singalong of his song "I Know an Old Lady" (who swallowed a fly). Illustrate the different verses.	June 29–birthday of author Antoine de Saint-Exupery. He wrote *The Little Prince*. Read the story aloud. Talk about the hidden meaning of the story.	June 30–birthday of Lena Horne, a famous jazz and blues singer. Listen to her music. How do her songs make you feel? Happy? Sad?
PAPER CLIPS	Build a bridge using only drinking straws and paper clips. Have contests to determine whose bridge is longest, highest, strongest.	How many paper clips will it take to sink a styrofoam meat tray in a tub or sink of water? Write down all guesses, then try it out.	Cut out paper fish and attach a paper clip to each. Tie a magnet onto a string and "catch" the fish with the magnet. Try it while blindfolded for an extra challenge.	Link paper clips together to make necklaces, bracelets or crowns. Think of other innovative ways to wear paper clips and have a fashion show.	Use a magnet to make sculptures with a pile of paper clips.
BEAN BAG GAMES	Make your own bean bags by filling an old sock with dried beans or small beads. Tie the open end of the sock securely with yarn or sew it.	Bean Bag Tic-Tac-Toe: Make a large tic-tac-toe board on the floor with masking tape. Players toss bean bags onto the square, trying to get three in a row.	Move in different ways while carrying a bean bag on your head. Try walking, jumping, dancing.	Clean two plastic milk jugs and cut them in half horizontally. Use the handled portions of the jugs as bean bag catchers. Toss the bean bags back and forth with a friend.	Draw your own targets on paper. Assign points for each target area. Tape the target to a wall and toss the bean bag at it. Try to score points.
PLASTIC BOTTLES	Collect plastic 20 oz. or 2-liter bottles. Ask families for donations of their clean, empty bottles.	*Bottle Bowling*: Fill ten bottles half full of sand. Cap the bottles tightly. Roll a ball toward the bottles and try to knock them down.	*Wave Bottles*: Fill a bottle half full with water. Add food color and glitter if desired. Add baby oil to fill the bottle completely. Cap tightly and tip over.	Practice blowing into clear, empty bottles to make a noise. Have a bottle band. For best effect, use bottles of different sizes for different notes.	*Bottle Fountains*: Poke holes into a bottle with a nail. Take outdoors and fill with water. Great for water play on a hot June day.
ONE CENT	How many drops of water can a penny hold? Make your prediction, then use an eye dropper to add one drop at a time until the water runs off.	*Pitching Pennies*: Stand two feet from a wall. Toss a penny as close to the wall as you can without hitting the wall. See who can get the closest.	*Penny Walk:* Take a walk around your neighborhood. Every time you come to a corner, flip a penny. Heads, you turn left; tails, you turn right.	What can you buy for a penny? Take a field trip to a store to find out.	Invite every family to send in a small bag of pennies. Count the pennies and donate the money to a charity, such as the ALS Foundation (see box on Lou Gehrig).
BEAT THE HEAT	Cool off with a lemonade stand. Stir up a pitcher of fresh squeezed lemonade and sell glassfuls to parents or other customers.	Make paper fans. Accordion-fold paper and glue on decorative jewel or glitter. Use the fans to keep cool on hot days.	Fill dish tubs with cool water and ice cubes. Experiment with measuring cups, plastic tubes food coloring and different-sized containers.	Relax under a shade tree. Bring a book to read, sketch on a drawing pad or just practice doing nothing.	Have a beach party! Bring the beach to the program. Put on tropical music, lounge on beach blankets, serve fruity drinks, put on your shades and relax!

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$1 Billion...

(Continued from front page)

well-documented applications. Last year, for the first time, congressional delegations used the program as part of the proverbial pork barrel. And, when funding is likely to grow and every seat in the House is up for election, the pressure for special earmarks will also.

In FY 00, when funding increased from $200 million to $453 million, "Pandora's Box" opened. Delegations earmarked $4.415 million for 28 pet projects. Rep. Ann Northrup (R-KY) sits on the House Appropriations Subcommittee on Labor, Health & Human Services, and Education. She used that position to ensure that eight programs in her district are awarded funds. Nita Lowey (D-NY), another subcommittee member, muscled in $910,000 for six programs in her state. Public school systems in Omaha NE and Danbury CT each get $500,000 without really trying.

Historically, members of Congress have used some appropriations bills (transportation, defense) as vehicles to bring bacon back home. But, until 1998, they seldom used elementary education funding for that purpose. »

Charles Pekow is editor of "Day Care U.S.A. He is a regular contributor to School-Age NOTES.

National Conference

The School of the 21st Century (21C) at Yale University is having its annual conference July 18-21, 2000 in New Haven, CT. (Not to be confused with the 21st Century Community Learning Centers)

The conference is for 21st Century Schools, family resource centers, community schools, and other school-based family support programs. This annual conference has always had a component on school-age care since after-school programs are a key component of the 21C model.

The following description is from the School of the 21st Century website (www.yale.edu/21C): The School of the 21st Century, also known as Family Resource Centers in some communities, is a school-based child care and family support model that promotes the optimal growth and development of children ages 0-12.

The 21stC model transforms the school into a year-round, multi-service center providing services from early morning to early evening. 21C responds to changes in patterns of work and family life in recent decades that have meant new concerns for parents, especially a pressing need for affordable, quality child care.

The model also helps educators ensure that children arrive at school ready to learn and receive the support they need to succeed academically. Since 1988, more than 500 schools in 17 states have implemented the program. The model has proven equally successful in urban, rural and suburban areas, as well as in affluent, middle class and impoverished communities.

For more information about the conference contact: School of the 21st Century, Yale University Bush Center, 310 Prospect St., New Haven, CT 06511, 202-432-9944, www.yale.edu/21C. »

Between Play...

(Continued from front page)

- As in peeling and opening an orange, children's involvement in the project helps them really understand and *uncover* (not discover) all the layers and major concepts of the project. *Example:* Planning, organizing, and implementing a **Center Track Meet** requires children to consider everything from when, where, who, how, rules, spectators, prizes, publicity, materials needed, classes of runners, etc.
- There is depth to the project or study because of the many directions children can explore. *Example:* The "Building Bridges from Weak Materials" project can include: comparing paper with plastic straws; experimenting with clay and newspaper as construction materials; looking at bridge designs in the city; interviewing architects; looking in magazines for bridge photos; reading stories about famous bridges in the United States; watching videos on making straw bridges in Guatemala; discussing what the expression "Don't burn your bridges too soon" means.

Children typically enjoy these project-based experiences so much that while they are involved in the planning and designing, the risk taking and the collaboration, and the delight with the job being well done, it may look like play to an adult on-looker. As in play, children will get bright-eyed and excited as they realize they have an idea for how to meet the project challenges. They solicit their peers to join them in implementing an idea. They are industriously busy and perhaps noisy in their involvement. However, the tasks associated with the project require a different kind of cognitive rigor than play requires. The children also need a different kind of involvement on the staff's part than is needed during play.

The Role of After-School Staff in Project-Based Activities

In project work, the learner is often challenged to think about something in new or unfamiliar ways. Students in a project-based activity program are suspended in a complex and fluid body of ideas. Adults can guide them through choosing among those ideas, and to experience the challenge and hard work of engineering their own necessary bridges to understanding these new ideas. Part of that bridge building includes the adult helping or assisting the child to do what he/she cannot do until they can do it for themselves. The level of needed intervention will vary; the child who is self-assured and confident of his ideas will need less intervention than the child who needs structure and instruction.

Key components of adult involvement in successful project-based activities include:

- encouraging the child to talk about what they are planning to do;
- helping break the project task down into manageable or doable chunks of activity;
- if need be, suggesting routes the child might take to accomplish a task;
- supporting and applauding the child's efforts;
- giving hints when the child attempts to take over the task but gets stuck.

All of this requires much more adult intervention than the activities generally associated with any kind of play. It also involves more preparation than supervising children on the playground and more creativity than helping answer questions about multiplication for children completing worksheets. Project-based activities can be

(Continued on page 7)

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Between Play...

(Continued from page 6)

worth the effort, both in terms of children's enjoyment and learning, but they do require more from staff.

Whether it's a project-based after-school program filled with challenging invitations for children, a community service program, or a play-and-teach program, the reality is that children learn to solve problems by solving problems. They learn to read by reading; learn to compute by computing, and learn to plan and implement a plan by planning and implementing plans.

After-school programs that:
-offer project-based experiences where children can and need to read, compute, and problem solve;
-where children can both imitate and be instructed;
-where children can convert that instruction into mastery and understanding;
-where children can spend time around staff who consistently recognize that there is much to learn and many ways to do it, provide an enriching, supportive atmosphere that complements and furthers the learning that occurs during the regular school day, and links appropriately with children's play.

Reference: Katz, L., & Chard, S.C. (1989). *Engaging Children's Minds: The Project Approach.* Norwood NJ: Ablex.

David Alexander is project associate with the National Institute on Out-of-School Time at the Center for Research on Women, Wellesley College, Wellesley, MA.

SAC CONFERENCES

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

ILLINOIS Oct. 7, 2000
IL Child Care Conference, IL SACC Network
Bloomington, **Contact:** Carlene Stambaugh, 800-649-1766

N. CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

Program Profile

AmeriCorps and Middle School Team Up As ALLSTARS

Middle school students in the ALLSTAR After School Program practice anti-alcohol public service announcements for their local radio station, an example of a project-based activity (see front page).

AmeriCorps ALLSTAR After School Program

Mt. Lake Park, MD — *Kendra Todd*, Director

AmeriCorps and the Garrett County, MD Health Department joined forces to provide a middle school after-school program in rural Mt. Lake Park, MD. In operation for five years, the program has two sites in dedicated space that serves over 100 middle school students in grades 6-8.

ALLSTAR ASP operates on Tuesdays, Wednesdays & Thursdays from 3:30-5:30 in the afternoon. There is no cost to families. Students are offered recreation activities, homework assistance, field trips, and alcohol and drug prevention activities from the health department. Students engage in service activities that include reading their own public service announcements discouraging drug and alcohol use on the local radio station.

Elizabeth Gibbons, coordinator of the program, said that parents are helpful in the program, and that the program plans family activities as well.

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RESOURCES

NIOST Summer Seminar

The National Institute on Out-of-School Time's annual Summer Seminars for After-School Program Professionals will be held July 7 through July 13, 2000 on the Wellesley College campus at Wellesley MA.

The seminars are open to program directors, administrators, policy makers, public school personnel, and consultants in the after-school field.

Seminars include: Advancing the Out-of-School Time Agenda: A Leadership Institute, Effective Management in Out-of-School Time: A Directors' Retreat, and Quality Advisor Training.

Registration forms can be downloaded from the Wellesley website at www.wellesley.edu/WCW/CRW/SAC. Or call Lisa Cowley at 781-283-2546 or email her at lcowley@wellesley.edu.

Free After-School Quality Standards

Single copies of *After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care, Revised Edition* are available free for a limited time while supplies last from the U.S. Department of Education. School-Age NOTES carries it in our After-School Catalog for $20 but we have stopped taking orders for it and are advising people to get it for free. This is the revised edition of the book Standards for Quality School-Age Care published by the National Association of Elementary School Principals. Contact: www.ed.gov/pubs/edpubs.html or call toll free 1-877-4ED-PUBS (433-7827) 9 a.m.-6 p.m. Eastern Time.

Summer Books

Beef up your library for summer reading or plan activities around children's books that can really feed their imaginations. Some titles from Scholastic, which can be found at most books stores with both books and video or audio cassette tapes include:

The Paperboy (ages 5-8) by Dav Pilkey. Paperback book/read-along cassette package is $12.95

How Much is A Million? (ages 6-9) by David M. Schwartz and illustrated by Steven Kellogg. Offers entertaining ways of learning math concepts. Paperback book/read-along cassette: $12.95.

Leo the Late Bloomer (Ages 4-8) by Robert Kauss (available in Spanish). Paperback book/read-along cassette: $12.95.

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Planning Youth Programs

Democracy As A Design for 10-15 Year-Olds

Editor's Note: *The following article is from* Building By Design: Creating Democratic Communities in Programs for 10-15 Year-Olds, *part of the the two book and video* By Design kit *now available from School-Age NOTES. This article represents a portion of the premise on which the By Design model is based. See page 3 for more from this program, along with ordering information.*

Young adolescents are at a stage in their development where they can now grasp the abstract nature of democracy as a concept, while at the same time grasping the concrete tangible actions that make a group democratic. As a result, learning democratic skills is developmentally-appropriate for young adolescents. They are socially, cognitively, and morally primed to learn about democracy, both as a lofty ideal and as a day-to-day reality that requires real choices and real actions.

The famous psychologist, Jean Piaget, once asked, "How are we to bring children to the spirit of citizenship and humanity which is postulated by democratic societies?" His answer: "By the practice of democracy." After-school and summer youth programs represent excellent opportunities for young people to experience and practice democracy and to "learn by doing."

What Does a Democratic Youth Program Look Like?

Here are some characteristics of a democratic youth program in action:

- There is a core belief that each person has something valuable to contribute. Each person is considered equal, unique and worthy of respect. Leaders seek constructive input from all group members. Kids are asked for input at a pace they are ready to handle.
- There is a lack of put-downs, insults and devaluing actions.
- Group members feel they are part of a healthy, respectful community and experience a sense of belonging.
- Each person continually strives to develop his or her character skills. These include respecting others, taking responsibility for one's actions, perseverance, being fair, cooperating and helping others.
- Democratic competencies such as active listening, empathy and respectful communication are intentionally cultivated through program activities.
- Diversity is accepted and celebrated. The participants and programs value different perspectives and ideas and seek out new and diverse experiences.
- There is a balance between group goals (what we are trying to accomplish) and group process (how we are going to treat each other while we are pursuing our goals).
- There is a focus on the way the group's central values come into being and are maintained and modified. There is a social contract all members agree to.
- Persons not belonging to the group are also respected. The Golden Rule is applied to all.

With these elements, youth programs can create democratic communities that value the input and contributions of all participants. People in communities are connected by common purposes and commitments and people have a sense that they can depend on one another. Young adolescents want to be part of a healthy, respectful community. ◦2

See page 7 for a special "By Design" discount coupon!

INSIDE

On-Site Insights 2
Older Kids' Conflicts 3
July Activities 4-5
Washington Notes 6
Profile in a Box 7

NSACA Conferences

✓ **Pittsburgh - Big Success**

✓ **Indianapolis - April 19-21, 2001 & Workshop RFP**

✓ **Memphis - March 7-9, 2002**

by Rich Scofield, Editor

The National School-Age Care Alliance's (NSACA) conference in Pittsburgh in April was a big success with 2013 attendees (including presenters and exhibitors). This is the fourth year in a row that attendance has been just over 2000. The Thursday preconference Professional Leadership Day jumped in attendance from under 600 last year to 1164 this year which strained the hotel's accommodations for meeting rooms and lunch but volunteers and staff made valiant efforts to make room for everyone.

With Thursday's crowd this was the largest NSACA conference in terms of total per-day attendance. As in the past Thursday's preconference day was for discussions around our professional field and public policy while Friday and Saturday were mainly about implementation of programs. Once again ideas around training staff were some of the most popular workshops. Last year one workshop on staff training had 406 people preregister for it. This

(Continued on page 2)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Our Favorite Transition Games

A good supply of transition games is a necessity for those unexpected delays and times when you need to keep the children occupied for a short period of time. Here are some of our favorites:

Backwards Spelling Bee: Children can work individually or in teams. Each child (one at a time) is given the opportunity to select the length of a word they will spell backwards. They may choose a three, four, five, or six letter word and earn three, four, five, or six points respectively. Give them a word and let them try. If they can correctly spell it backwards, they keep the points.

Make Me Laugh: Set up a child in the "hot seat." The object of the game is not to laugh. Other participants take turns trying to get the person in the "hot seat" to laugh or at least crack a smile. Great on a rainy day because everyone will want to take a turn. Make rules in advance about no touching, no screaming in someone's ears, etc. A variation is to have two children face each other and say (with a straight face), "I love you honey but I just can't smile." If they get through Round One, have them sing it to each other. Round Three, have them sing and dance, etc.

Tracker: This is more like a trick to play on the kids than a game. The only catch is that at least two people need to know the trick in order for it to work. This is a circle game so it works well to calm the kids down when transitioning to or from the gym. To play, place four objects in the center of the circle. One player leaves the room. (This person must know the trick in order for it to work!) The other person in on the joke chooses a child to rearrange the objects. The "tracker" comes back and determines (through sense of smell, mind reading, looking for prints, whatever!) who moved the items. In reality, the tracker's "partner" mimics the seating position and movements of the child. Do it several times and they will be amazed.

A-Z Scavenger Hunt: Great for a rainy day! The object of the game is to find items that begin with each letter of the alphabet. Give each child or team a bag or box to collect their items and a pencil to write down their answers. Tell them to be as creative as possible. When they have found all the objects a teacher or judge should check off each requirement to make sure they all count. Each group wins a small prize AFTER everything is put away properly.

We hope you enjoy playing these games as much as we do. Keep a list of games you know in your pocket to remind you of your favorites. You never know when they will come in handy!

NSACA...

(Continued from front page)

year NSACA went back to "first come" method because preregistration for individual workshops got "mixed reviews." Therefore popularity of workshop topics often had to be judged by the number of people standing around the door of a packed workshop. (Next year's conference will be at the Indianapolis Convention Center which should help some with space issues.)

Aside from the unavoidable glitches like not enough handouts or full workshops the conference was a great success from the depth of workshops and keynote speakers to the "academy awards" for affiliates and the quilt auction.

Indianapolis April 19-21, 2001

Next year Indianapolis will also offer an exciting conference not only because of content (a yet to be announced "big name" business celebrity) but because of the tons of things to do all within walking distance of the Convention Center and Hotel. Restaurants are everywhere around the conference site as well as a high tech entertainment center with restaurants and even a bowling alley. The high-end shopping center is connected to the convention center and hotel by "gerbil trails" (above-street, glass-enclosed walkways). Seven or eight hotels are within a two-block area of the convention center. And there are the Pacers (basketball), Indians (triple-A baseball), Murat Theatre (broadway plays), Repertoire Theatre, and several museums including one on Native American art.

2001 Workshop RFPs

Interested in submitting a workshop proposal for Indianapolis? The deadline is July 31, 2000. Guidelines and proposal template are on the NSACA web site under "Conference" at www.nsaca.org. If you need a hard copy or if you are a member and are interested in serving on the workshop proposal review committee contact: NSACA, 1137 Washington St., Boston, MA 02124 (617) 298-5012.

Memphis March 7-9, 2002

For states planning conferences or others lulled into the mid-April or so timing of the last eight NSACA conferences take note that the conference will move back nearer the beginning of the year (and therefore migrate to warmer climates). This necessity was brought on by the office work load due to accreditation applications and endorser visits coming mostly in the months of March through May. So 2002 will be in Memphis, Tenn. at the convention center on the bank of the Mississippi River. Memphis is home of the blues (Beal St.), the Civil Rights Museum (Lorraine Motel), and Elvis (Graceland).

For 2003 watch for dates in January or February and a location in the West.

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Strategies for Older Kids' Conflicts

Encouraging Self-Esteem and Self-Regulation

Editor's Note: *The following is from* Caring by Design: Establishing Care Structures in Programs for 10-15 Year-Olds, *part of the two book and video* By Design kit *now available from School-Age NOTES. See column 3 for ordering information.*

Young adolescents are often rebellious. They're testing limits, trying out new things, seeing how far they can push the adults in their lives. This means that in a middle school program, young people are going to want to know what the rules are and then they may want to go one step beyond those rules. This can try even the most patient of program staff.

The purpose of discipline is to teach appropriate behavior, not punish behavior. Discipline should promote self-esteem and encourage self-regulation.

Dealing with Conflict and Discipline

- **Use the group to help work things out: create a social contract system.** Set up a forum for the partcipants to talk about how they want to be treated when they are in the program. Ask everyone to create a set of agreements, or social contract, they can all abide by. Let the kids know that if they are not abiding by the social cotnract, they'll be called on it.
- **Treat kids with respect.** Discipline issues often arise when kids feel they are not being treated well...[or] feel they've been unfairly punished. Start with the premise that young people should be treated as responsible persons. If a staff member sees a problem, invite the young person to a private place to talk about the situation so she or he isn't embarrassed or publicly humiliated. Always agree to hear both sides of a story before making a judgment.
- **Model positive behaviors.** Adult staff should always abide by the social contract. Show young people you are willing to work things out. Take time to listen and explain when there has been a misunderstanding. Let kids know you are willing to help them learn and [that] you are patient. If participants have been asked not to yell, adults should not yell. If participants aren't supposed to chew gum, adults shouldn't chew gum. As they watch staff members, [adolescents] will learn positive behaviors.
- **Provide opportunities for young people to get to know each other and work together.** The more kids realize they have things in common, the more willing they'll be to resolve conflicts when they arise. It's all part of creating a community. Young adolescents who don't know each other are likely to categorize other kids. Once they appreciate something about someone else in the group, they are less likely to judge and more likely to problem solve together.
- **Set limits on acceptable behavior.** Using foul language, talking about sex, and going off on their own are all ways to break the mold of a little kid and show they are approaching adulthood. Some of these actions may not be appropriate in a program setting. The social contract should set out the limits of behavior that will be acceptable.
- **Provide opportunities for young people to work it out on their own.** When conflicts do arise between group members, encourage young people to resolve the issue themselves. Give them verbal tools, such as asking each person to state her side of the situation, and offer to facilitate the discussion. Let them know you expect them, [as older kids], to talk about their conflicts.
- **Foster a sense of community.** When kids feel ownership in a group and responsible to its members, they are less likely to want to disrupt or mistreat the group. Help participants understand that when they act out, hurt other members, or are disrespectful, it affects the whole group.
- **Create clear limits and follow through.** Beyond the social contract, young adolescents need to understand that certain extreme behaviors are not acceptable and consequences will exist for these behaviors. Create a discipline policy so young people know what the limits are and what the consequences for stepping over the line will be.

By Design Kit Back in Print

By Design: A New Approach to Programs for 10-15 Year-Olds is back in print and available from School-Age NOTES!

This important tool offers caregivers concrete ideas on how to structure school-age care to meet the unique needs of young adoelscents. Originally produced by Work/Family Directions with a grant from the American Business Collaboration for Quality Dependent Care, School-Age NOTES has obtained the rights to publish and distribute the kit.

The kit has three components: *Caring By Design: Establishing Structures in Programs for 10-15 Year-Olds* goes through the steps of how to set up and maintain youth programs, including assessing need, budgeting, staffing, planning the environment and activities, and more. *Building By Design: Creating Democratic Communities...* presents new theories and approaches to programming. It includes intentional, structured plans with specific activities, but also encourages creativity and staff resources to develop a quality program. A 30 minute video, *Leading By Design: A Video Guide to Quality Programs...*, looks at a variety of programs using the By Design approach and includes interviews with children and staff involved in the programs.

Retail price of the entire kit is **$54.95** plus shipping and handling. As a special limited offer to our subscribers, we're offering a **$15 discount** off the retail price until July 31, 2000. See the discount coupon on page 7 and return it with payment to: School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

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Stained Glass Art

Bring out the "Louis Tiffany" in your school-agers with this stained glass art project. Each child needs a glass or acrylic box or bottle (recycled from home), bottles of glass stain in various colors, paintbrush, and permanent black marker. The glass stain and brushes can be found at any art supply store or stores like Wal-Mart.

First draw a design on the bottle or box with the marker, making sure each section is large enough to apply paint in between the black lines. With the paintbrush apply one color of the glass stain to one or two sections on one side of the box (for bottles this isn't necessary, you can carefully turn bottle). Rinse out the brush with water, then apply a second color to a section or two. Continue with other colors until one side is complete. Let dry completely before working on the other side. When completed, encourage the children to sign their "masterpiece" on the bottom. They can give it as a gift or keep it as evidence of their artistic ability!

Variation on a theme:
Sun Catchers!

"Stained glass" sun catchers are another fun art project using color. Each child will need: 12-inch lengths of black pipe cleaners, ribbon or cording, food coloring, plastic wrap, plastic or paper cups, and white all-purpose glue.

First plan the design: a heart, a flower, a hot air balloon, or some other simple shape. Then bend pipe cleaners into the desired shape and glue onto a section of plastic wrap. Glue small pieces of the pipe cleaners inside the design to add details, like the different sections of the hot air balloon's fabric. Let it dry.

To add color, pour 3-4 tablespoons of glue into a cup. Add 5-10 drops of food coloring and stir. Make a separate cup for each color needed. Pour colored glue into each section of pipe cleaner shape, with a different color in each section according to the design.

Let project dry for a day. When dry, carefully peel away the plastic wrap. The colored glue will look translucent.

Attach ribbon or cord and hang the sun catchers in the window for all to admire.

Supreme Justice

On July 2, 1908, Thurgood Marshall, the first African-American on the U.S. Supreme Court, was born in Baltimore, MD. He served for more than 20 years as the director-counsel of the NAACP Legal Defense and Education Fund. His greatest legal triumph as a lawyer occurred May 1, 1954 when the Supreme Court decision in Brown vs Board of Education declared an end to the "separate but equal" system of racial segregation in public schools. He served on the the Supreme Court from Oct. 2, 1967 until retiring in 1991.

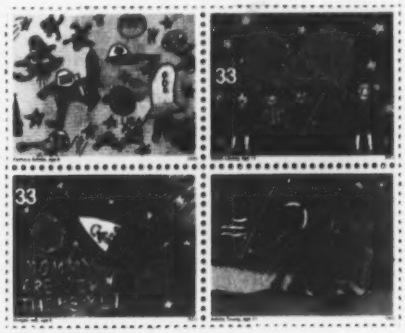
In recognition of Marshall's contribution to justice, replicate the Supreme Court. Choose nine "justices" who will listen to a case and let them "weigh the merits" of the case. Also have lawyers, a defendant, a plaintiff, and courtoom spectators. Pick a problem, have both sides prepare and present their case, let the Supreme Court "hand down" a decision.

Did you know that on the Supreme Court, there doesn't have to be a unanimous decision? Often the individual justices disagree with the outcome of the case and decisions are made by a majority vote. Let your "School-Age Supreme Court" justices defend their individual opinions.

Cool Down Corner

Add a splash of interest to your reading center. Bring in a small plastic swimming pool, some beach chairs, and a few beach towels. Fill the swimming pool with books, both the program's and those favorites from home the children might want to share (make sure their names are in the books). The children will enjoy sitting in the beach chairs or lying on the towels as they soak up the good books.

Add a collection of sports titles such as *The Field Beyond the Outfield* by Mark Teague, *The Mud Flat Olympics* by James Stevenson, *Dulcie Dando Soccer Star* by Sue Stops, *A Boy Named Boomer* by Boomer Esiason, *Teammates* by Peter Golenback, and *Baseball ABC* by Florence Cassen Mayers to mention just a few.



Stamps of the Future

The stamps shown above were the winning designs by children from ages 8-12 when they were asked what they thought the future would look like.

As a project for your stamp club or for all the school-agers in your program, have your own "What will the future look like?" drawing contest.

The U.S. Postal Service has all types of stamps that makes collecting fun for kids. They can get stamps featuring various insects, space exploration, desert life, under sea life, and more. Go to your local post office to get information on starting a club.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *School-Age NOTES staff.*

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JULY IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
INDEPENDENCE DAYS	On July 4, 1895, the poem *America the Beautiful* was published. It was later set to music. Rehearse the song as a choir and perform for parents.	Independence Day "Sparklers." Wrap 2" x 6" red, white and blue paper strips around paper towel tube and glue. Tape 1/2" shiny silver strips of wrapping paper to one end of tube.	July 1 is Canada Day when the Dominion of Canada was formed in 1867. Study each Canadian province. What is unique about each one?	What famous waterfall do the U.S. and Canada share? Who in the group has been there? Research stories about people who used to go over the falls in barrels.	July 7, 1898, Hawaii became a U.S. territory. When did it become state? Have a luau. Wear leis, drink tropical juices, eat pineapple, play *Hawaiian music* or pull out the ukeleles!
STAYIN' COOL!	July 3 – "Stay Out of the Sun Day." Play in the shade of a tree, in a tent, or inside to give your skin a rest from ultraviolet rays.	July 3-Aug. 15 - *Air Conditioning Appreciation Days*! How did people cope with summer heat before air conditioning? Name all the ways you can think of to stay cool .	Make a "pamaypay" (Filipino for fan) to stay cool. Decorate a 6" round or square piece of tag board. Use glue or staple gun to attach it to a 12" long wooden stick.	*Ice Cube Relay*: Players carry ice cubes in spoons to finish line and back, then transfer ice cubes to next players' spoons. Play outside and try to finish before ice melts.	*Ice Cream Pies*: Melt half gallon of any flavor ice cream. Stir until smooth, then pour into graham cracker pie shells. Refreeze. Cut into slices and serve with hot fudge.
CLOUDS	Lie on your back and watch the clouds float by. Let your imagination soar. What do you see? Can others see the shapes in the clouds you see?	Arrange and glue white cotton balls into an imaginary shape on construction paper. Draw and color the rest of the picture. Share with the group.	Imagine you are on a cloud looking down. What would everything below look like? Draw a "birds eye" view of your neighborhood.	Cloudland Canyon is the name of a park in north Georgia. What does that name suggest? Why do you think that name was given to the park?	Divide into teams. Give each a U.S. map. Teams search for and list on paper all of the place names with the word "cloud" in them. (Ex: St. Cloud MN).
JUST FOR FUN	July 5, 1910–P.T. Barnum's birthday. He created "The Greatest Show on Earth" circus. Have a mini-circus, with "lion" tamers, acrobats, clowns, and jugglers.	July 10–Arthur Ashe was born. He has a long list of firsts as an African-American tennis player, including 1975 Wimbledon champ. Practice hitting tennis balls against a wall.	July is *National Parks & Recreation Month*– Plan your own park. What would it have in it? Lots of play equipment? Animals? Hiking trails or obstacle course? Draw a picture.	*Water Play Day*– Bring in plant misters, squeeze bottles, and other water toys. Have water relays, ride bikes through the sprinkler, eat popsicles to "chill" completely.	Have a cookout to celebrate *National Hot Dog Month*, *National Baked Beans Month*, and *"July is for Blueberries" Month*!
CRAZY DAYS	*Favorite Color Day*– Everyone wears their favorite color. Maybe face paint in that color too. Take a survey of the "best" color based on how many are wearing same colors.	*Backwards Day*– Wear clothing backwards; reverse the day's activities; write backwards message on board for kids to decipher; eat dessert first, then lunch.	*Clash Day*–Everyone wears mismatched clothing. Have a contest for the most outrageous mismatched clothing.	*Chow-Down Day*– Everyone brings in healthful snacks from home. Let kids nibble throughout the day on fruit, veggies and dip, cheese and crackers, etc.	*Etch-A-Sketch Day*– July 12 is the 40th anniversary of the Etch-A-Sketch. Have several available for Etch-A-Sketch drawing contests.
RECYCLE IT	Use old restaurant menues to practice math skills. Kids total the items ordered, add tax, calculate tips, and give change.	Long ago a person's last name represented his livelihood. Look in old phone books to find names that show what profession that family may have been. (Example: Baker)	Let one child add together five phone numbers from a page in the old phone book. Circle those five and another five and ask another child to figure out which numbers were added.	Encourage technical reading skills. Have software guides, equipment instructions, VCR manuals, etc., for kids to read.	Use old travel brochures to practice reading, graphing, or map skills.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington DC correspondent for School-Age NOTES. This report was written exclusively for SAN readers.

GAO Report on 21st Century Grant Process

Ever wonder what happens to your grant application after you mail it? If you apply for a 21st Century Community Learning Centers grant, you'll probably get better consideration than if you applied for any number of discretionary grants a few years ago. That's because reforms the Dept. of Education (DoE) has instituted have improved the speed and process of its grants process, according to the General Accounting Office (GAO).

DoE eliminated repetition in its review process that delayed awarding grants, GAO reports in "Education Discretionary Grants: Awards Process Could Benefit from Additional Improvements," GAO/HEHS-00-55. Last year, DoE awarded 57% of grants by May, compared with 12% before it revamped its review process. DoE usually follows reviewers' recommendations when awarding grants.

DoE's peer review process actually came in way under budget: it spent only $2.4 million on it in FY 98, 41% of the allotment. DoE instituted management controls such as requiring reviewerps to certify they are free from "actual or perceived financial conflicts," and doesn't give reviewers applications from states in which they live or work. DoE also trains reviewers well on how to score applications. DoE adequately selects reviewers with relevant training and background.

But as the title suggests, DoE could take further steps to improve the process, GAO says. The department hasn't developed a policy for dismissing poor reviewers or systematically utilizing feedback from reviewers. DoE says it is developing such procedures. DoE also hasn't addressed discrepancies among panels – some give much higher scores routinely than others. It does, however, employ "statistical standardization" to correct these tendencies. DoE promised to issue guidance on the topic.

DoE is considering further changes. It may seek public comment on ideas that would give a better shot to applicants who haven't won a DoE discretionary award within five years. DoE dropped an idea that would have set aside 10% of program funding for them and is instead thinking about proposing a separate competition for new grantees or adding points to their scores.

For a free copy of the 42-page report, contact U.S. GAO, P.O. Box 37050, Washington, DC 20013, (202) 512-6000, fax (202) 512-6061, TDD (202) 512-2537, info@gao.gov, www.gao.gov.

Future of 21st Century Program in Air

Bill to Help For-Profits

The future of 21st Century Community Learning Centers lies in limbo this spring. Congress is giving mixed signals but it doesn't seem to like President Clinton's call to increase spending from $453 million to $1 billion for next year.

On the one hand, the Senate approved the Educational Opportunities Act (S. 2), which would provide $500 million for the program in FY 01 and unspecified levels in the next four years. Congress also adopted an FY 01 budget resolution approving the $500 million level.

But a House committee has voted to end the program as a protected earmark. The House Education & the Workforce Committee (E&W) approved the Education Opportunities to Protect & Invest in Our Nation's Students (Education OPTIONS) Act (H.R. 4141).

But OPTIONS would combine the 21st Century program with the Safe & Drug-Free Schools State Grant Program, which grantees could use for after-school programs or other drug, violence and school safety programs. States could only use 2% for administration and would have to spend 10-20% on Law Enforcement Education Partnerships. The bill would allow for-profits to run after-school programs. It doesn't set funding levels.

The bill would also require the General Accounting Office to report on after-school programs state-by-state, including unmet needs. And it includes unspecified funding for a National Clearinghouse on After-School Programs. The office would use a website and other means to provide technical assistance on starting and running programs.

Dept. of Education to Survey School-Age Use

The Dept. of Education (DoE) plans to survey about 1,500 families about their use of school-age care through eighth grade. The poll will use random-digit dialing and computer-assisted interviewing next year. In addition to learning the extent of current participation, DoE plans to use the data as a baseline for future studies. Info: http://edicsweb.ed.gov.

May Corrections

Date Correction

Due to a proofreading error, we let the May issue of SAN go to print with "June 2000" reading on the back page where the subscriber's address is printed. Our mail house was able to ink out "June" and replace it with "May," however some may have slipped through without the correction. The front page and on each page throughout the rest of the newsletter the correct month is printed. We regret the error and any confusion it may cause.

Correction – Sort Of

Also in our May issue on the resources page, we reported on how to receive free copies of the book *After-School Programs & the K-8 Principal: Standards for Quality School-Age Child Care*. It was later reported to us that the person answering the toll free number (1-800-4ED-PUBS) couldn't find this book. However, we called the number and the book was located under the categories "after-school" and "K-8." To avoid further confusion, you can use their inventory number **#EE0415-P** when ordering or go to the website www.ed.gov.

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Profile in a Box:

Issaquah School District School-Age Care Program

Renton, Washington
Nathan Winegar, Director

Program Administrator: Issaquah Public Schools
No. of Sites: 6
Space: 3 sites have dedicated space, 3 share space in schools
No. of Children: 389 total
No. of Staff: 42
Hours of operation: 6:30-9:15 p.m., 3:15 - 6:30 p.m.
Summer program? Yes
Fees: $265 per month, summer fees are $125 per week
Activities: Daily arts/crafts "from construction paper to reed basket making," access to school gyms, multi-purpose rooms and libraries. Each center has its own two-computer student station that can be used for educational fun or for homework. Internet access is provided for students whose parents have signed an Internet policy form.
Primary challenge: Nathan Winegar writes, "The main challenge we have is still convincing administration on how important SAC programs are. We addressed this challenge by instituting a parent advisory board for our program. Our parent board has been very active in letting the District know how important SAC is. Our parent board was also very instrumental in helping us push through a salary proposal for the Site Managers."
Internet Communications: A unique aspect of the Issaquah School-Age Program is their program web site. There is a main page with general information from the office, along with a parent resource page and a children's page. Each of the six school-age sites have their own page, with photos of their program, daily schedules, staffing schedules, and newsletters. To take a closer look at this program, whose mission, Winegar says, is to "produce the highest quality program in the nation," go to: **www.issaquah.wednet.edu/childcare**

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700.
Note: "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. Program Profiles are not an endorsement of any particular program or programming practices. It will be left to SAN's sole discretion to choose which programs are profiled each month and which type of profile, long or short, is used.

Removal From Mailing List

School-Age NOTES allows a select few cataloguers to use our mailing list for one-time mailings.

We are careful to make sure the products would be of interest and appropriate for school-age programs. Many of our readers have found this to be a helpful way to keep up with appropriate resources.

If you do not want to receive such mailings, please notify us by email (sanotes@aol.com) or postal mail with your name and address THE WAY IT APPEARS on the newsletter or send a photocopy of the addressed side of the newsletter to: Mailing List Removal, School-Age NOTES, P.O. Box 40205, Nashville TN 37204-0205. Include your phone number in case we have a question about matching up your address. -sz

SAC CONFERENCES

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

ILLINOIS Oct. 7, 2000
IL Child Care Conference, IL SACC Network, Bloomington. **Contact:** Carlene Stambaugh, 800-649-1766

SOUTH DAKOTA Oct. 14, 2000 **New Listing**
SoDakSACA Conference, Chamberlain
Contact: Rosemary Hayward, 605-773-4766

NORTH CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

$15 *By Design Kit* **Subscriber Discount Coupon** **$15**

This coupon is good for a **$15 discount** off the retail price of **$54.95** for ***By Design: A New Approach to Programs for 10-15 Year Olds***. Order must be prepaid by check or credit card.

Name: _____
Address: _____
_____
City, State, Zip: _____
Phone Number: _____

Total of $39.95 plus S/H enclosed
S/H of $4.50 is additional on U.S. orders (Canada and other foreign orders must call 615-279-0700 for s/h costs.)

☐ Check ☐ VISA or MC
Card #: _____
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Offer expires July 31, 2000

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PERIODICALS

June 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

Search Institute Resource

The Search Institute of Minneapolis has a number of resources encouraging the development of values in school-age children. Along with books and other resources, they publish a quarterly magazine titled *Assets*, a "Magazine of Ideas for Healthy Communities & Healthy Youth."

For more information on their resources or to subscribe to their magazine, call 800-888-7828 or check out their website at:

www.search-institute.org

Creative Thinking Resource

MindWare resource catalog and website has a number of puzzles, games, and books that encourage creative thinking and develop deductive reasoning and logic skills in school-age children.

The catalog includes math, science, and social studies resources, all designed to make learning fun. Teacher resources as well as games school-agers can play either alone or in groups bring an enrichment component to the after-school program.

Check out the MindWare website at www.MINDWAREonline.com or call 800-999-0398 to request a catalog.

21st Century Grant Process Report

As reported on page 6, the federal General Accounting Office has released a 42-page report on how grants for the 21st Century Community Learning Centers program are reviewed and processed. For a free copy of the report, titled "Education Discretionary Grants: Awards Process Could Benefit from Additional Improvements," (GAO/HEHS-00-55), contact: U.S. GAO, P.O. Box 37050, Washington, DC 20013, (202) 512-6000, fax (202) 512-6061, TDD (202) 512-2537, info@gao.gov, www.gao.gov.

Updated Report Online

An update of the guide, "Working for Children and Families: Safe and Smart After-School Programs" is available online.

First released in 1998, the guide was jointly prepared by the U.S. Departments of Education and Justice.

While print versions of the guide will be available to order soon, the document can be downloaded now by going to: www.ed.gov/pubs/parents/SafeSmart/.

Volume XX #11 The Newsletter for School-Age Care Professionals July 2000

School-Age NOTES

ISSN0278-3126 © 2000 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

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Footloose!

Young school-agers at a Stone Soup "Springtime in Los Angeles" event take off during a relay race. (See Program Profile, p. 7)

Making the MOST Out of 3-Days

by Brooke Harvey & George Daly of the National Institute on Out-of-School Time

Editor's Note: *While reading the history of settling the area west of the Applachian mountains in the late 1700's and early 1800's, I was struck by a parallel to the development of school-age care. Early settlers had to rely on their own resources at hand and band together within their own community to help each other and solve their own problems. There was no established government to turn to about day-to-day problems. The U.S. has had a history of community organizing through democratic principles to solve problems.*

Going back to the settlement house movement of the late 1800's and on through the current interest in school-age care, a similar process of community organizing has helped school-age children after school. The following article is about ***MOST*** *empower...ng communities to organize to help meet the needs for school-age care.*

Lessons from the MOST Initiative

More money than ever before is being invested in after-school programs. As the nation begins to understand the importance of out-of-school opportunities for children and youth, it is essential that we also view the larger picture and plan for the success and sustainability of these programs. The MOST Initiative (Making the Most of Out-of-School Time) has spent the past six years building out-of-school time (OST) systems and believes that the best strategy for sustainability is community-based collaboration.

The lessons and strategies developed from MOST are valuable. In an effort to help shape the way communities develop their OST systems, a conference was designed that would convey our history as a successful initiative, as well as provide a working and learning environment for communities to develop a vision and mission of how

(Continued on page 6)

INSIDE

On-Site Insights 2
Self-Control 3
Rest Time 3
August Activities 4-5
Program Profile 7

VP Gore Makes After-School A Campaign Issue

Albert Gore wore his presidential candidate's "hat" on May 25 when he made a surpise stop at the Donelson-Hermitage YMCA in Nashville to make a policy statement about after-school care.

Gore, a former senator from Tennessee, has his national campaign headquarters in Nashville. While there on campaign business, he chose to stop in at the YMCA to unveil his after-school platform. Gore's aides gave the YMCA just 24 hours to prepare for the VP's arrival. Since the early 1980's the YMCA in Nashville has provided after-school programs both at the Y's and in public schools.

Parts of Gore's after-school plan included:

- expanding the 21st Century Community Learning Centers program from 850,000 children to five million;
- offering parents with children younger than 16 a refundable tax credit to pay for up to half the cost of after-school care;
- creating an "after-school quality fund" to recruit and train qualified staff for after-school programs;

(Continued on page 2)

On-Site Insights

by Jennifer Glazier & Cara Gordon

Keeping Cool

When Your Playground Feels Like An Oven

Most programs plan activities involving water during the hot months of summer...a great way to keep your group cool. These are some of our favorite "Water Day" events:

Water Challenges

○ ***Wet Jump Rope:*** As two children turn the rope, ask the jumper to try holding a full cup of water in his or her hands. Much harder than it seems!

○ ***Sprinkler Ballet:*** Turn on your sprinkler and put on some classical music. Have the children take turns making elaborate, graceful leaps through the water. Hold up Olympic-style score cards with points for creativity, silliness and degree-of-wetness.

○ ***Party Hat Races:*** Purchase inexpensive birthday party hats and cut off the pointed top. Insert a Dixie cup and tape in place. Place the hat on the child's head and fill the cup with water. The possibilities are endless; relay races, tag games, jumping rope, etc.

Less Wet, Equally Fun

○ ***Ice Cube Meltdown:*** Give each child an ice cube and have a race to see who can melt theirs the fastest. You can do anything you want except step on your cube, or put it in your mouth. For added excitement, freeze a small prize in the center of each cube.

○ ***Bubbles:*** Create a bubble "station" with a giant tub of bubble solution and a variety of objects to create bubbles with (hangers, plastic lids, pipe cleaners, etc.) To save money, make your own bubble solution: 10 cups cold water, 4 oz. glycerin (available at drug stores), and 3 cups liquid dish soap.

○ ***Water Balloon Toss:*** An old favorite but always fun. Have partners line up facing each other. After each successful toss, each partner takes one step backwards, increasing the distance between them. Be sure to pick up all the popped balloon pieces when you are finished.

Not Wet At All

○ ***Sidewalk Chalk:*** Have an ongoing mural, a hopscotch game, and body tracing on the sidewalk. Be sure to place far, far away from the wet and wild action.

○ ***Face Painting:*** Great for an outdoor festival. We recommend using Caran Deche oil pastels (available at art supply stores) dipped in water.

○ ***Tie Dye:*** Perfect project for an outdoor event since it can be messy. Have the children bring in white T-shirts or socks, etc. Have some plain white handkerchiefs available for the children who "forget" to bring in something. Try tie dying your shoelaces.

When spending additional time outdoors, always make sure your group is protected from the sun and is drinking plenty of water. Be their favorite staff person: Keep a full-loaded spray bottle on hand to spray them with a cooling mist between games and activities.

Gore...

(Continued from front page)

- finding the federal $ to let schools prepare buildings for use after school;
- requiring states to create coherent systems of facility standards for school buildings during and after school.

Gore did not elaborate on how any of these initiatives would be funded.

Gore has supported all of the recent new initiatives for after-school that the Clinton administration has promoted. For the past decade Gore has hosted an annual conference in Nashville that focuses on various issues concerning families, including child care.

Editor's Note: *SAN tries to bring its readers up to the minute news regarding after-school issues. This article in no way reflects an endorsement of any presidential candidate.*

Making a World of Difference for Youth 9-15

Highlights:
National Keynote Speaker
Site Visits to Youth Programs
Workshops Galore
State-of-the-art Exhibitors

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614-224-0222 ex. 140 or 162

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Self-Control and Responsibilty

What School-Agers Can Learn

A recent news article looked at techniques designed to help school-agers learn self-control to reduce the risk of violence in young lives, as well as teaching children to accept responsibility for their behaviors.

The May 7 issue of *Parade Magazine* reported on an innovative program that helps school-agers learn self-control, and which in some school systems has resulted in a notable reduction in violent behavior and discipline problems in children.

Skills for Life, a program sponsored by the Lesson One Foundation, operates on the premise that if children are taught early to respect themselves and others, as well as to control their impulses and not react every time they are angry, then they will be less likely to react violently to situations that frustrate or anger them.

Jon Oliver, founder of the foundation and creator of the progam, takes the program into schools where he teaches children how to maintain self-control through exercises like blowing bubbles while asking the children to resist the urge to burst the bubbles. Oliver also uses a breathing exercise in which the children settle into a quiet state, close their eyes, place their hands on their knees and take "self-control time."

Oliver feels that children can be taught to behave responsibly, even if they have bad role models in their lives. Coming from a difficult family situation or living in a neighborhood rife with violence does not necessarily mean the children will grow up with the same behaviors. The key is reaching them early.

Reports from some of the schools using the program is that violent behavior and conflict in school-age children while at school has be significantly reduced. One school in particular had horrific problems with discipline and violence in the school, but after Skills for Life was started, everyone noticed less fighting.

Some of the skills the program seeks to teach school-agers include:

- **A positive attitude:** Students pledge to create a positive classroom climate, which sets the stage for all other skills.
- **Self-control and confidence:** Through games, discussion and literature, students internalize these skills.
- **Responsibility:** Students learn to take responsibility for themselves and understand the consequences of their actions.
- **Problem-solving and cooperation:** Students work together to resolve conflicts.

For more information about this program, go to the foundation website at www.lessonone.org or contact Lesson One Foundation, 245 Newbury St., Dept. P, Boston MA 02116, 617-247-2787. ☆

Summer Programs

Rest Time – 40 Years Ago

Editor's Note: *In our May issue we looked back at the life and career of Grace Mitchell, a pioneer in the day camp/school-age care movement. We quoted from her book* Fundamentals of Day Camping *from 1961 on issues that summer programs still face today. Here's a look at what she said about rest time on long summer days:*

Rest Hour

This may be called "siesta," or quiet hour. The terminology is not so important as the acceptance of the idea that campers and counselors need a time of inactivity in the middle of the day. The older campers may be more relaxed if they engage in quiet activity, such as knotcraft, sketching, or reading. The success of the rest hour will hinge on two factors: (1) the counselor must believe in it, and (2) the counselor must lie down with the campers. If he sits on a chair barking orders like a policeman, such as, "Lie down," "Stop talking," "Who whistled?", he will supervise a wiggling, restless, resentful, and tense group of campers. If he stretches out on a blanket and says, "This really feels good. I'm tired after that long hike. Let's have a good rest, and then I will read some more of that story I started yesterday," his campers are more likely to follow his example. ☆

Sun Alert

It's that time of year again when programs need to look at the amount of time school-agers are spending outdoors and making sure there is a firm sun screen policy in place. If you don't have one, you need to formulate one. If you do have one, does you new staff know what it is?

Because of the life-long ramifications for overexposure to the sun, programs and camps have a responsibility to protect children. A stated policy is necessary in these programs because of the risks of skin sensitivity, potential allegic reactions to certain types of sunscreen,etc. It's not enough to simply have one type of sunscreen available and one counselor rubbing it on all the kids. Parents may need to send their own sunscreen from home.

Here are some other sun tips that bears repeating every year:

- Wear sunscreen every time you are outside. Even on overcast days, 80% of the sun's harmful rays can get through the clouds.
- Wear sunscreen that is SPF 15 or higher and states that it protects against both UVA and UVB rays.
- Encourage children to wear hats with 4 inch brims if they will be outside for a prolonged period (such as an all day trip to the zoo).
- Keep plenty of drinking water on hand for everyone. ☆

Olympics Down Under!

It's Olympics time again, but this year the Olympics are being held from September 15 to October 1 because the location is Sydney Australia, where the seasons are reversed. So traditional Olympic dates in June and July don't apply because in Sydney it's winter! The Olympics this time will begin in the Australian spring.

While school-agers are still in the summer program before school starts again, it's a great time to have your own Olympic games, and learn more about Australia.

Kid Olympics

Have an Olympic field day, or spread games out over an entire week. Have relay races, high jump, broad jump, team games like basketball or field hockey, and if you have access to a pool, have swim contests. You may want to throw in some "wacky" games, or games for fun that ensures that everyone comes out a winner. Also, try these three games:

Javelin Throw: Each child personalizes a milk cap or similar object to use as a marker. Give each team an empty cardboard wrapping paper tube to use as the javenlin and a tape measure. Each team lines up single file behind the throwing line. Each child throws the "javelin," then marks where it lands with his/her marker. Determine the longest throw.

Shot Put: Give each team a small soft rubber ball. (Nerf balls probably won't work well.) Each team member throws the "shot put" then marks where it lands with their marker. Measure the length of the longest throw.

Balance Beam: Draw a 4 in. X 16 ft. rectangle on outdoor blacktop. Teams create a series of movements that members perform on the "beam." Award points for participation, creativity, and balance.

Trophy Time

Before your Olympic games, have the children make a variety of trophies and medals to be awarded to winners of games. Use recycled materials such as paper tubes, small boxes, yarn, ribbon, markers, stickers, toy figures or small objects, etc. Encourage artistic creativity. Include awards for "Best Sport," "Best Team Spirit," etc.

Aussie Animal Olympics

Help the children make a list of animals that are unique to Australia. The list might include the kangaroo, wallaby, koala bear, duck-billed playpus, and others. Then ask the children to think about what kinds of Olympic events each of these animals might engage in. Have photos of the animals in their natural habitat to spur suggestions. For example, the kangaroo might do well in the broad jump, the platypus in a swim meet. Let the children draw pictures of the animals participating in the Olympics!

Be Inventive

August is National Inventor's Month. Give the school-agers some time to relax and daydream to come up with ideas for inventions that would make life easier. For inspiration, share the following books with the kids: *Brainstorm! The Stories of Twenty American Kid Inventors* by Tom Tucker; *Accidents May Happen: 50 Inventions Discovered by Mistake* by Charlotte Jones; and *Inventors* by Martin W. Sandler.

After kids have had some time to reflect on what they would like to invent, ask them to make a diagram of their invention. If materials are available, let them build the invention or create a scale model of it.

Recycled Airplane

Make this pull-toy from recycled materials. Older school-agers can make these for a toddler program. What other ideas can you think of for making toys from recycled materials?

Take a 1 qt. plastic bottle with a handle (bleach bottle). Paint or decorate the bottle to look like an airplane. Insert an old child's thong sandal through the handle to make the wings. Cut four wheels from another sandal. Insert sticks through holes punched into the top and bottom of the bottle and attach wheels to the sticks. Simple!

International Friendships

August is the time of year when hundreds of students come from dozens of other countries in order to spend a year going to U.S. high schools. Your program can help ease their transition into U.S. society by developing friendships with these students. Everyone benefits from creating international alliances.

Find out if the high school in your area will have any exchange students in class this year and if so, let your school-agers provide the services suggested on page 5.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *School-Age NOTES staff.*

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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AUGUST IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
AUSTRALIAN OLYMPICS 2000	Find Australia on a world map or globe. Learn 5 facts about Australia. Examples: a country and a continent; mostly desert; unique animals like koala and platypus.	*Aboriginal Art:* Make "bark" for bark painting. Cut up brown grocery bags. Crumple, then smooth out. Brush with watery brown tempura paint.	*Bark Painting:* After drying the "bark" overnight, paint animal or geometric designs on bark with brigh-colored poster paints. Dry, then display.	Read *Koala Lu* by Mem Fox. Create "Australian-style" Olympic competitions: crocodile crawl, kangaroo hop, koala climb, sloth saunter, snake slither.	Have an Australian snack. See *Possum Magic* by Mem Fox for ideas such as vegamite sandwiches.
GOOD SPORTS WORLD ROUND	On a current world map, use sticky dots to mark each nation competing in the Olympics.	Make a list of good sportsmanship behaviors like respecting opposing team players, congratulating winners, being gracious in loss. Why is this important?	Write a short paragraph inspired by this statement: "Winning isn't everything, but a winning attitude is!" Who are some pro athletes who exhibit a winning attitude?	Children share their paragraphs, then bind all of them together into a book for the center. Everyone consults on positive title for the Sportsmanship book.	*Media Scavenger Hunt:* Children bring articles and ads about the Olympics to summarize and share. Post on a bulletin board.
FUN DATES TO OBSERVE	August 2 – James Howe's birthday. He wrote *Bunnicula, Howloween, The Celery Stalks at Midnight.* Pick one to read aloud to kids during quiet time.	August 7 – *Picnic Day* in Northern Territory, Australia. Have a picnic. Include some Australian vegamite sandwiches.	August 8 – Matthew A. Henson birthday. Learn about this important African-American explorer who reached the North Pole with Robert Peary.	August 9 – *U.N. International Day of the World's Indigenous Peoples.* Who are "indigenous peoples?" Share examples. (Any native peoples who preceded immigrants.)	August 10, 1846 – Smithsonian Institution was founded to house cultural, historical and scientific collections in the U.S. Give kids a day to share their collections.
CITIZENS OF THE WORLD	Make posters to welcome arriving foreign exchange students.	Prepare a list of "Useful Things to Know" to give the exchange students. Make it fun; include items like "best place for ice cream," etc.	Host a breakfast or lunch and let foreign students briefly tell where they are from and a little about themselves and their country.	Post a laminated world map and put a sticky dot on each country where the exchange students are from. Use a different color and mark countries the school-agers are from.	Let school-agers imagine what it would be like to live in another country for a high school year. Where would they like to go? Research that country.
BEETLEMANIA	On a field trip, kids look for new or old Volkswagen "Beetles" and call out "*Beetlebug!*" when they spot one.	Supply insect books and let school-agers determine how many different types of beetles there are.	Make beetles by molding plaster-of-paris in plastic picnic spoons. When dry, paint fanciful designs.	Find a patch of flowers and simply sit still and watch. Flowers have lots of insect "traffic." Write down all the different types of bugs you see.	Have a "buggy" singalong. Sing songs from *A Creepy Crawly Song Book* (Farrar, Straus, Giroux, 1993), or old favorites like *There Was An Old Lady....*
MAKE AND TAKE	*Crazy Towers* – Cut cereal boxes into crazy shapes. Decorate with markers or rubber stamps. Cut small slits at edges of the shapes. Slide pieces together at the slits.	*Stick Puppets* – Cut out figures from magazines; trace and cutout cardboard to match and glue; attach to sticks. To make arms and legs move, cut off and refasten with paper brads.	*Salad Spinner Art* – Put white paper plate or circle of paper in the bottom of a salad spinner. Add different colors of liquid tempera paints, put on top and spin.	*Animal Rocker* – Cut a paper plate in half. Glue a small box between the halves so they become rockers. Add cardboard arms, legs, head, and tail to make any animal.	*Hand Plaque* – Pour plaster of paris into a small oiled pie dish. Press hand into plaster mix until plaster sets. Inscribe name with a nail while still wet and paint after dry.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington DC correspondent for School-Age NOTES. This report was written exclusively for SAN readers.

Panel approves some funding increases

Some funding increases for school-age programs appear on the way for next year. The Senate Appropriations Committee approved an FY 01 spending bill that would boost funding for 21st Century Community Learning Centers to $600 million. While the sum falls far short of the $1 billion President Clinton requested, it represents a $146,623 million increase from FY 00.

For the first time, the bill would allow community groups – not just schools – to get grants. But the groups would have to work with schools.

The measure would also increase the Child Care & Development Block Grant by $817,328 million to $2 billion. But don't count on it: The Senate voted for the same increase last year, only to have the House shoot it down. As usual, the appropriation includes a $19.12 million earmark for school-age care and resource & referral. ⇨

New 21st Century Grants

President Clinton announced on May 19 310 new after-school awards to school districts with community partners, supporting approximately 1500 community learning centers.

A list of grantees is available at www.ed.gov/21stcclc/2000awards.html. ⇨

M.O.S.T....

(Continued from front page)

children in their own communities could be better served. Teams from St. Louis, MO, Charlotte, NC, Waterbury, CT, New Orleans, LA and Brockton, MA, to name a few, spent three days learning how and why the MOST approach is effective, as well as envisioning how their own communities could establish OST systems using the MOST model.

What is MOST?

Funded by Wallace-Readers Digest Funds, MOST employs a community-based, collaborative approach toward improving the quality and quantity of out-of-school services for children and youth, especially those from low-income families in Boston, Chicago and Seattle. This strategy brings stakeholders from all sectors together in order to develop the local capacity to provide leadership, resources and commitment to children's out-of-school time. The goal is to develop an infrastructure capable of supporting a system of school-age care. As the infrastructure expands and strengthens, and new relationships are formed, the community will then have increased capacity to conduct planning, create partnerships and raise and expand resources to help all children access affordable, enriching opportunities during their non-school time. The multiple goals and activities of MOST are key to initiating and driving the change that allows for long-term sustainability.

"Receiving first-hand strategies from cities that have made significant progress in the development of OST systems was powerful."

— Rose Thompson
21st CCLC Program Coordinator
St. Louis, MO

A Working Conference

In March, fifteen "city-teams" from across the country gathered to participate in the MOST Initiative's "Making the MOST of Out-of-School Time: A Working Conference." Because the foundation of MOST is the leveraging of broad-based community support, we asked that cities take a first, essential step in systems-building *before* arriving: identifying stakeholders. Cities were asked to develop teams by identifying key players from multiple sectors in their communities such as local government, law enforcement, after-school programs, schools and foundations. As diverse as team-members were, they all had something unique to contribute and each represented a crucial link in the development of a strong system.

Teams were encouraged to brainstorm, share lessons and learn from one another how OST works in other parts of the country. Ann Rabin, Curator of Education at the Audubon Zoo in New Orleans, remarked: "We E-mail, conference call, and respond to letters, but we seldom get the benefit from face to face problem solving and planning. What a difference to be able to pick up the phone and now ask someone in Colorado about a training program; or to answer a programming question for someone in Chicago; or have the YMCA of Charlotte assist New Orleans in contacting our local Y leadership!"

The second step was for each team to examine its community's resources and capacity for building a system. Presentations and workshops, such as "Leveraging Broad-Based Community Support," "Planning for Sustainability," "How to Take on Staff Turnover," and "Program Standards to Develop Quality" helped teams put in perspective the systems and situations that exist in their own cities. With the assistance of faculty, city-teams convened twice daily to create a layout of their own out-of-school time landscapes and began to identify any missing or underutilized resources necessary to help strengthen their systems. Rose Thompson from St. Louis wrote to us after the conference: "Receiving first hand strategies from cities that have made significant progress in the development of OST systems was powerful…As a result of the successes and challenges shared, our team left with the realization that St. Louis is headed in the right direction."

Lastly, teams were asked to take the message home to their colleagues, community leaders and other OST stakeholders and to make a commitment to continue working together. Teams left the conference with a better understanding of the national picture and a clearer perspective on where their cities reside on the OST map. For some, it represented another step on a path toward implementing a plan; for others, it was a new beginning. ⇨

The National Institute on Out-of-School Time (NIOST) contributes a column on issues in our field to SAN on alternate months.

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Program Profile:

Stone Soup Has Plenty of Servings

Encino, California
Frank McKendall, Director
Judith Brandlin, Founder

Chess Club is just one of many activities offered school-agers at Stone Soup.

Stone Soup Child Care Program is a unique concept that began in Los Angeles in 1987 as a community approach to the "latchkey" problem. The program's mission is to assure quality care for school-age children that is safe, dependable, and affordable through a managed program of shared resources and goals.

At present the program has 72 sites serving over 3500 children all around the L.A. area. The programs are housed in public elementary schools in both urban and rural areas and has 306 staff. The program offers both before-and-after school programs, kindergarten care, and summer programs.

Remarkable for a program of this scope are the relatively low fees. The after-school program is only $85 **per month** per child or $125 **per month per family** and the summer program is $56 **per week** per child or $78 per family.

Judith Brandlin, founder of Stone Soup, says that by coordinating with a variety of city resources, it's possible to keep the parent fees low.

"Our concept of a community-based child care partnership is applied by a consortium of the school district, the city, businesses, community groups and foundations," Brandlin said. "School districts share the facilities, utilities, liability insurance and custodial services. The city may offer direct financial support or in-kind services or recreation. Businesses, community groups and foundations donate money for start-up, staff development, equipment and supplies. Parent fees help with salary expenses."

Staff training and development is ongoing with a two-day orientation for new employees, in-service training, career development, evaluation, and employee counseling.

A variety of activities are available at all sites including drama, puppetry, dance and music. Guest artists work for 8-week periods with the children.

To find out more about how Stone Soup works, check out the program's website at **www.stonesoupchildcare.org**

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700.
Note: "Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. Program Profiles are not an endorsement of any particular program or programming practices. SAN has sole discretion to choose which programs are profiled each month and whether a long or short profile is used.

By Design Kit

By Design: A New Approach to Programs for 10-15 Year-Olds is now available from School-Age NOTES!

This important tool offers caregivers concrete ideas on how to structure school-age care to meet the unique needs of young adolescents. Originally produced by Work/Family Directions, School-Age NOTES has obtained the rights to publish and distribute the kit.

Retail price of the kit is **$54.95** plus shipping and handling. As a special limited offer to our subscribers, we're offering a **$15 discount** off the retail price until July 31, 2000. See the discount coupon below and return it with payment to: School-Age NOTES, P.O. Box 40205, Nashville TN 37204. sn

SAC CONFERENCES

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Remmuth, ext. 162

WASHINGTON Sept. 22-23, 2000 **New Listing**
11th Annual WASACA Conference, Port Ludlow
Contact: Sarah Mello Temple, 206-323-2396

ILLINOIS Oct. 7, 2000
IL Child care Conference, IL SACC Network
Bloomington. **Contact:** Carlene Stambaugh, 800-649-1766

SOUTH DAKOTA Oct. 14, 2000
SoDakSACA Conference, Chamberlain
Contact: 605-886-6666 or 605-773-6432

N. CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8555

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

$15 *By Design Kit* **Subscriber Discount Coupon** **$15**

This coupon is good for a **$15 discount** off the retail price of **$54.95** for ***By Design: A New Approach to Programs for 10-15 Year Olds***. Order must be prepaid by check or credit card.

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PERIODICALS

July 2000

Celebrating 20 Years
1980-2000
of service to the school-age care field!

RESOURCES

More Summer Reading Ideas

A possibility to add to your summer reading corner:

The Cheetah Girls, a series of books for 8-12 year olds that focuses on a multi-ethnic group of girls who are determined to become the next great singing group. The books focus on girls and the development of inner strength, self-confidence, and courage.

Available at local book stores or at websites like Amazon.com.

Older Kids Conference

Find conference informaton for the Older Kids Conference to be held August 4-5 at www.opsac.com. Includes registration form and workshop descriptions. (see ad on page 2)

Homeless Conference

The 12th Annual Conference of The National Association for the Education of Homeless Children and Youth (NAEHCY) will be held Oct. 15-17 in Greensboro NC.

The conference is for educators, direct service providers, homeless liaisons, and other profesional serving children, youth, and families who are homeless.

For more information, visit the National Center for Homeless Education website at www.serve.org/nche or call the NCHE Helpline at 800-308-2145.

Website of Interest

Let school-agers learn all about archaeology through the British Archaeology website at:

www.britarch.ac.uk/ba/ba.html

NCEA Resources

Want to find out more about the concept of community education and community learning centers?

The National Community Education Association (NCEA) has a number of resources that can help you understand more about the community education approach and how you can get involved.

Titles of particular interest include *Engaging Families and Communities: Pathways to Educational Success* by Larry and Virginia Decker and Associates, or *School Community Centers: Guidelines for Interagency Planners*.

For more information contact NCEA a 3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030, 703-359-8973, or visit their website at www.ncea.com.

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Program Profile

Buffalo YWCA Offers Something "Special"

The YWCA of Western New York, based in Buffalo, has the largest extended day program in the area, with 41 school-based sites serving approximately 1,200 children. But it's what the program provides at two of those sites that makes it unique—a Special Needs Extended Day program.

Constance Downing, program director for Children & Youth Services at the YWCA wrote, "Because I have a son with special needs I was very sensitive to the lack of quality after-school care for children with special needs."

"For several years I pursued the possibility of providing this care. ...With the change in district busing policies in a suburban school district near Buffalo, after-school care was unattainable for children in the inclusion program. Parents were very anxious when they realized that care for their children was in jeopardy," Downing said.

"The YWCA, in collaboration with the school district, designed a quality program to address the necessity of this service. I worked closely with the Coordinator of Special Education. [Parents with special needs children] were invited to attend a meeting [where they had] the opportunity to address any questions and concerns regarding the program."

Parent concerns that their [special needs]children would be isolated from other children in the program... soon discovered that the children were very nicely included.

The first site, founded in 1996, was a school which had constructed a multipurpose room which was handicapped-accessible.

"It provides a bright, comfortable atmosphere for the children. It has easy access to the parking lot for safe drop-off and pick-up, the playground is near by, and handicapped-accessible bathrooms are close by," Downing said.

(Continued on page 7)

INSIDE

Kid Wisdom 101 2
Can't We All Get Along?. .3
September Activities . . . 4-5
Washington Notes 6
Harry Potter 7

Former Mayor Heads NIOST

Mary Lavo Ford, a sociologist and former four-term Mayor of Northampton, MA, is the new Director of the National Institute on Out-of-School Time (NIOST) of the Wellesley Centers for Women (WCW) at Wellesley College. Many in the school-age care field had awaited the announcement of who would take the place of Michelle Seligson, the founder of the School-Age Child Care Project, now known as NIOST, and who had been the school-age movement's expert and spokesperson as well as one of its leaders for over 20 years.

A WCW press release characterized Ford as bringing many years of political leadership, policy and research experience as well as human services and advocacy knowledge to this key leadership post.

Ford said, " It is a wonderful opportunity to help move the field forward. All children need to gain the academic and social skills that will support their success in the 21st century, and after-school programming can be a big part of that."

Ford is known as a sound and innovative fiscal manager whose hallmark

(Continued on page 6)

Kid Wisdom 101

by Betty D. Wingo

Being a program director is exciting, yet at times, overwhelming. There are mountains of details, budgetary considerations, concerned and/or distraught parents, issues of resources, staff development activities, facility concerns, personnel problems and much more. Unfortunately, often among the last things a director can devote much time and energy in developing are personal renewal and sustaining enthusiasm. Keeping one's spirits high is a constant challenge. I have discovered that sometimes it pays to just sit back and let the children share their unique brand of wisdom. While I am not entirely certain where I acquired some of the statements included here, I'd like to offer my interpretation of some *really important stuff kids can teach us.*

It's more fun to color outside the lines and there's no good reason why clothes have to match.

Care center directors were probably among the first to understand and exploit this philosophy into adulthood. As we observe them engaged in two common activities children unknowingly provide us with some astoundingly clear advice. Celebrate differences and rejoice in being unique.

Start by doing simple things like brightening up your work environment with something that makes you and those around you feel good. Don't concern yourself with appearances. If a polka dot potted plant can spread this philosophy, as well as, a smile…then put one on your desk or at the center's entrance. Have a *Show Your Own Style Day* or an *Appreciate Me Week.*

People bring their own passions, needs and feelings to school or the workplace in the same way they arrive with different skills. Know that their passions and feelings could be different from yours. Provide activities and outlets to support such differences and show sensitivity to the needs of others.

Another helpful interpretation of this childlike philosophy is to avoid the "We've always done it that way" mentality. Examine some of your habits and rituals. A willingness to change even a few of them can pay enormous dividends in the quality of your program. Obviously, it is important to choose carefully. Target for change those habits and rituals that create stress or interfere with the productivity and happiness of those who work and play in the program.

Even if you've been fishing for hours and haven't caught anything except poison ivy and a sunburn...you're still better off than the worm.

Since I am an avid fisherman, I really appreciate this one. Simply this... happiness is *in* the activity, not necessarily the outcome. The fact is I do catch a lot of fish. But I honestly can not recall the last time I actually kept one. It is the *process* of fishing that I enjoy. I delight in the fresh air, the trees, the steady chorus of birds and the solitude of nature's abundance. It is a break from the demands, stresses and deadlines of the real world. You need not be a naturalist to get the point. What is really important is that you delight in what you are doing and take pride in your work. The leader has an obligation to let others see him or her genuinely enjoying the program. To some parents, staff and children, a satisfied leader is more comforting than a knowledgeable one. Others will mirror your attitude.

Picking your nose when no one is around is still picking your nose.

Some smart six-year-old must have learned at a very tender age that acting with integrity is the only way to function. It is doubtful that the youngster ever heard the word integrity when he or she made this poignant remark, but the axiom certainly hits at the heart of workplace ethics. Integrity goes well beyond honesty. At any level of the workplace, integrity involves how you treat others even when they are not present. Belittling, betraying confidences, criticizing and gossiping about others behind their backs are activities that erode trust in your organization. Not only should you avoid these types of communications, but also you should not permit others to engage in them either. Treat colleagues, children and parents with respect and expect them to reciprocate with each other. Integrity involves doing what is right without thinking about it, even when no one is looking. Showing integrity builds trust. Lack of integrity can undermine all other efforts.

Editor's Note: *Betty offers 18 of these little axioms for program directors. We'll continue to share her "Kid Wisdom" over the next few issues.*

Betty Wingo is an educational specialist and the Director of the Opelika City Schools Extended School Program in Opelika, Alabama.

***On-Site Insights* by Jennifer Glazier and Cara Gordon will return with the September issue.**

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Can't We All Get Along?

by Michelle Seligson

Editor's Note: *The words of Rodney King, "Can't we all just get along?" have become a part of the American lexicon. What we know about good school-age care, success in business, and a quality life is that the ability to "get along" is an absolute key — not only get along with others but within ourselves. Where do school-agers learn these skills and how do adults who work with school-agers improve their skills?*

Michelle Seligson, former Director of NIOST (see front page), now heads the Building Relational Practices in Out-of-School Environments Project at the Wellesley College Center for Reseach on Women. The following are her thoughts on the ability to "get along" within and without.

Out-of-school environments are uniquely able to design activities, approaches, and curricula that do not have to deliver academic curriculum, meet state educational standards, or assure that children pass standardized tests. In the Building Relational Practices in Out-of-School Environments Project, we chose to develop a training model that focuses on the quality of human relationships in after-school programs because of the potential of these environments to address the relational aspect of development that is responsible, in large part, for children's success in school and, later, in work and in life.

Concepts such as social emotional learning, emotional intelligence, and relational intelligence are creeping into the language and practice of education. Jonathan Cohen, at Columbia University Teacher's College defines social emotional learning this way:

"In recent years, teachers and researchers have rediscovered what good teachers and parents have known for many years: that knowledge of ourselves and others as well as the capactiy to use this knowledge to solve problems creatively provides an essential foundation for both academic learning and the capacity to become an active, constructive citizen."

If you believe that it is the quality of the adult/child relationship that makes the difference in children's learning and social success, you have to take a serious stand.

A growing body of research in multiple domains demonstrates the link between social emotional "aptitude" and more effective famlies, schools, businesses, and other institutions. Corporations are spending millions of dollars training their people to be more self-aware, more empathetic, and more flexible in the competitive and diverse marketplace. In psychology, relational theory has deeply influenced many practitioners who embrace a redefinition of the therapist/client relationships to create more mutuality and connection. Even the little bit of research on what works in after-school programs points inescapably to the nature of the adult/child relationship as the single most significant variable in helping children achieve positive outcomes in school.

Is all this emphasis on healthy development happening in schools? Efforts are being made to transform classrooms to be emotionally safe and relational for kids, but it is hard work competing with state legislators determined to measure success by standardized test scores. Other obstacles are the growing teacher shortage, oversized classrooms, and children who are coming to school from stressed if not abusive households, and wth diagnoses of emotional and learning disorders.

Even after-school programs aren't immune from pressure. After-school programs are trying to find an authentic way to fit into the spreading consensus that every moment of a child's day must be devoted to academic work, a mandate which funding agencies are promoting. But because so many parents and children need after-school programs, there is a window of opportunity to provide approaches and activities that do not have to deliver academic curriculm, meet state education standards, or assure that children pass standardized tests, especially if the schools are in partnership with the programs around the whole child.

If you believe that it is the quality of the adult/child relationship that makes the difference in children's learning and social success, you have to take a serious stand. After more than 20 years of working on the after-school agenda, looking at hundreds of programs, speaking with many providers and parents, I made a decision that I could not go into one more after-school program where kids were being herded and yelled at by staff, no matter how well intentioned. I could not stand seeing one more child hanging around the playround looking distraught with no one to talk to about whatever was on her mind. One of the very first programs I ever visited outside Boston was in El Paso, Texas. It was one of those cafetorium programs– no official space, just a closet that held basketballs, construction paper and paints–"under resourced" they call that. But what that program had, what those kids had, was an amazing "wizard" who ran the program. When a child approached this young man, his eyes and whole face lit up with smiles. This was a program that was low on the Quality scale (the big "Q") but off the charts in terms of the relational environment.

We chose to develop a training model that focuses on the quality of human relationships in after-school programs because we wanted to offer to the adults who work in these programs an opportunity to learn more about their own personal

(Continued on page 6)

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Shrinky Dinks

Remember shrinky dink kits? Try this inexpensive version...kid and adult tested and approved?

You will need: #6 clear plastic (the kind found at delis and bakeries to hold food items; look for the triangle with the number 6 inside), colored pencils, black permanent marker, sand paper, single hole punch (optional).

Cut the outside ridges of the plastic off, leaving a flat piece of plastic. Using the black marker, trace or draw a picture onto the plastic. Turn the plastic over and gently sand the other side of the picture. Color the picture on the sanded side with the colored pencils (if the color is not sticking - sand some more). Cut the excess plastic off around the drawing. Punch a hole in the top of the plastic to hang. Place sanded side down on a piece of tinfoil in a 350° preheated toaster oven (to use a conventional oven, place on a cookie sheet). Watch the plastic shrink in about 45 seconds. Gently flatten with a spatula and remove to cool. You may want to gently flatten as it is cooling also. For shrinky dinks that will have lots of use, seal the sanded side with clear shellac or nail polish.

Project Suggestions:

Wind Chimes–make a larger shrinky dink and then several smaller ones to hang down. Add bells or other metal decorations to make the chimes.

Name Tags–using the black marker to write the child's name on the same side as the drawing. Hang by ribbon or yarn and use as name tags for field trips.

Brooches for Mom–glue a safety pin to the back of the shrinky dink.

Magnets–glue a magnet on the back.

Picture Sequence Stories–make four or five pictures that tell a story and hang them together.

Hispanic Heritage

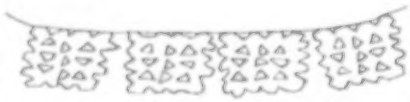
To help with your fiesta for Hispanic Heritage Week (see p. 5), prepare the items listed below:

Papel Picados

Papel picados are colorful banners made from tissue paper that can be hung as decorations.

You will need tissue paper cut in 11 x 15 inch strips and in various colors, scissors, glue, 30 inches of string.

Fold the tissue paper in half once. Then continue to fold in half five more times. Make small cuts around the folded rectangle. Fold the rectangle in half length wise and cut a design on the fold. Carefully unfold the paper. Attach one edge to the string. You can tie several banners together for a long decoration.



Simple Salsa Recipe

3-4 chopped tomatores peeled and cored)

1 small onion	1 green pepper
1/4 tsp. garlic	1/4 tsp. salt
1/2 tsp. chili powder	

Have an adult cut tomatoes, onion and pepper into very small pieces. (You can use a blender or food processor.) Let children mix the tomato blend with the chili powder, garlic and salt. Mix or shake in a sealed bowl.

Rain Gauge

You will need a 2-liter pop bottle with cap, black permanent marker, scissors, ruler.

Cut off the bottom of the bottle. Using the marker, mark off inches and centimeters on the outside of the bottle starting at the neck. Place the bottle in the ground, cap side down to collect rain.

Rosh Hashanah

Rosh Hashanah begins this year on Sept. 30. It is the beginning of the Hebrew month Tishri and literally means "Beginning of the Year." Traditionally it begins with the blowing of a ram's horn, or shofar. Then there are "Ten Days of Penitence," a time to remember the past year and look forward to the next year and the hope of leading a better life. The end of the ten days leads to Yom Kippur, a day of atonement and fasting.

Talk with the children about good and bad deeds and ask them to reflect on their deeds over the past year. Talk in general terms about what they could have done differently, how they can change bad habits, etc. (This is not a confessional nor a time to make children feel badly for past actions.) If they think they have done "bad" deeds or have bad habits, then encourage them to write them down (privately) on small pieces of paper. Fold the paper into a tiny piece and put them into a jar. Seal the jar. Now the bad habits are gone.

From the Editors...

About Diversity Activities

In this issue there are several activities related to Hispanic Heritage, Native Americans and Jewish religious holidays. We include these to encourage you to bring diversity into your program, however, we caution against using a "tourist" approach to any cultural activity. With these activities we hope you will create a larger theme that will look at issues of cultural diversity with sensitivity and respect.

For more information on creating a culturally-sensitive environment, look at the *Anti-Bias Curriculum* by Louise Derman Sparks, available from SAN or NAEYC.

Byline...

This month's **Activities** and **Ideas Corner** pages were written by *Alycia Orcena* of Marion Ohio.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40 .

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SEPTEMBER IDEAS CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NATIONAL CLOCK MONTH	*National Clock Month.* Each child brings a clock from home. How many different types are there? Find pictures of grandfather, cuckoo, and other types of clocks.	Have kids record at home the times they eat dinner, watch TV, brush their teeth, go to bed. Compare times the next day.	Make a picture clock. Cut out 12 small pictures from magazines. Glue each picture around the rim of a paper plate. Attach paper clock hands with fasteners.	Find old clocks and let the children take them apart with screwdrivers and pliers. Try to make a new clock using several pieces from old clocks.	Do time math. Give kids a time frame such as 1:00-6:15. How many hours/minutes is that? If you made $6.50 an hour, how much would you make in that time frame?
LITERACY ACTIVITIES	Sept. 8 is *International Literacy Day.* Kick off the week with a read-a-thon. each child reads a book and writes a brief paragraph about the book.	Have a spelling bee. Let the children find words in the dictionary, write them down on pieces of paper and put them in a hat. Draw them out as kids take turns spelling.	Have the kids keep a journal of their daily activities. Each day invite one or two children to share something from their journal.	Book swap. Invite children to bring in books that they don't read anymore or ask for donations from a library or literacy council. Kids can then swap books with each other.	Encourage literacy in the community and have a fundraiser too. Collect used books from families, libraries and schools. Have a book sale and advertise to the public.
HISPANIC HERITAGE WEEK	Hispanic Heritage is honored the second week of September. Spend the week celebrating Hispanic culture, ending with a big fiesta!	Plan a menu for your fiesta. Let children decide which foods are their favorites: tacos, burritos, etc. Make the salsa recipe on page 4 to serve at the fiesta.	Make sure your reading corner has books that focus on Hispanic cultures, especially those that are written in both English and Spanish.	Make decorations for your fiesta, including papel picados and a piñata that will be stuffed with candy and treats. See p. 4.	Get the decorations up, put the food out, put on some lively Hispanic music and party! If possible, invite a local mariachi band to set the festive mood.
GET READY FOR FALL	About the third week in September is the Autumnal Equinox. This is a day that has exactly 12 hours of daylight and 12 hours of darkness. Can you guess which day?	Time to plant bulbs for spring. Find a place to plant tulip, hyacinth, or lily bulbs. If the climate allows, plant other hardy flowers that may bloom all winter	Throughout this week record daily temperatures, humidity, rainfall, fog, etc. Keep track for the next six weeks and compare to this first week.	Make a rain gauge as suggested on p. 4. Keep track each day of any rain that falls. Record daily and weekly precipitation for six weeks.	Fall means football! Divide the kids into teams and play a round robin tournament of tag football.
SPECIAL SEPTEMBER DAYS	Sept. 4 - *Labor Day.* Supply career boxes with materials for role playing. Survey children to find out what jobs their parents do. What are the children's dream jobs?	Sept. 10 - *National Grandparents Day.* Invite grandparents into the program for specific activities such as reading stories, cooking projects, sewing, etc.	Sept. 24 - *Good Neighbor Day.* Do you know your neighbors? Make a map of your neighborhood. Make something special for your next door neighbor.	Sept. 26 - *Johnny Appleseed's birthday.* Make an apple pie, serve apple butter on toast, or dip some apples in caramel for snack.	Sept. 30 - *Rosh Hashanah* begins at sundown and begins the Jewish New Year. See p. 4 for more activities.
NATIVE AMERICAN DAY	Sept. 29 is *Native American Day.* Honor the contributions and sacrifices made by Native Americans in the establishment of the U.S. and Canada.	There are many different Indian tribes and cultures. Find out about the Indian culture where you live. Who were they? How did they live? What did they eat?	Find samples of *pictographs* or *petroglyphs* that early Indians used as written language. Use brown paper bags to resemble animal skins and draw pictographs to tell a story.	Read aloud the story *Arrow to the Sun* by Gerald McDermott. Then assign each child a part to read along with a narrator to tell the story.	Create a myth or story about an animal. Imagine that your animal can talk and let them share why they run so fast, sleep all winter, or howl at night.

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Washington Notes

by Charles Pekow

Charles Pekow is the Washington D.C. correspondent for School-Age NOTES. This report was written exclusively for SAN readers.

Justice Programming Continued

Expect about the same crime prevention money next year as this year. The House Appropriations Committee approved an FY 01 spending bill covering the Justice Dept. with $50 million earmarked for Boys & Girls Clubs from the Local Law Enforcement Block Grant.

The bill also includes $1.5 million for Law Enforcement Family Support for grants police departments can use to provide benefits for officers, such as school-age care.

Among crime prevention initiatives school-age programs could use, the bill would fund the following: $89 million for Part B Formula Grants; $130 million for the Part C Juvenile Delinquency Prevention Block Grant Program; $15.043 million for Part D Research, Evaluation, Technical Assistance & Training; $26.707 million for Part E Developing, Testing & Demonstrating Promising New Initiatives & Programs.

Houses Differ on School-Age Subsidies

The House and Senate will have to fight over the level of school-age subsidies. The full House and Senate Appropriations Committee approved FY 01 spending packages for Labor, Health & Human Services and Education with quite different levels.

While the Senate committee approved $2 billion for the Child Care & Development Block Grant, the House passed only $1.6 billion. And while the Senate version includes a $19.12 million earmark for school-age care and resource & referral, the House doesn't.

The Senate would slash the Social Services Block Grant to $600 million, yet the House would keep it at $1.7 billion.

Both versions include $600 million for 21st Century Community Learning Centers. But the bill's fate also rests on reauthorization. Pending legislation in the Senate would allow only $500 million while House legislation would combine the program with Safe & Drug-Free Schools.

Bill Would Kill CNCS

Once again, the House Appropriations Committee voted to close the Corp. for National & Community Service next year. It's FY 01 spending bill for the departments of Veterans Affairs, Housing & Urban Development and independent agencies includes no funding for the agency (except its inspector general), telling it to shut down with prior years' funding. But don't get too alarmed. Every year, the Senate restores the money.

The bill also includes $4.505 billion for the Community Development Block Grant and $300 million for Drug Elimination Grants. These programs can fund school-age activities for residents of public and Indian housing and economically distressed areas.

Title I

Schools use Title I money more commonly for after-school programs than any other type of extended learning, according to the General Accounting Office. A review of 21 programs found seven of them with after-school programs, mostly tutoring low-achieving students once or twice a week. Only three of these schools provided other services to the attendees, such as snacks and transportation.

Mailing Error in June

A problem with our mail house in late May lead to the possibility that some of the June newsletters did not get delivered.

When ink-jetting the addresses onto the newsletters, there were cases where the city, state, zip, and/or the barcode with that information embedded in it were left off the newsletters. About 400 newsletters were returned to School-Age NOTES as undeliverable.

We worked to make sure everyone got their newsletter. However, we don't know whether there were any that the post office did not return to us. If you did not receive the June newsletter (the feature story is titled "Planning Youth Programs") then call us at 800-410-8780 and we will send it to you.

This applied to U.S. subscribers only.

We apologize for any inconvenience this may have caused.

NIOST Head...

(Continued from front page)

was to incorporate progressive concerns into local policies. She lived up to her pledge to be an "education mayor." In addition to school leadership, Ford expanded public arts and recreation for all ages. Collaborative programming for school-age children has been a key component of her work.

In appointing Mary, Susan McGee Bailey, Executive Director of the Wellesley Centers for Women said, "Mary brings a wonderful mix of public policy and academic skills to the Centers and all of us look forward to her contributions to our largest research and action project."

Get Along...

(Continued from page 3)

development–how they experienced their own early school years, what were the influences in their own lives, what values they place on the kind of environments that nurture children's success in school and later, in work and in life. We are calling it "Bringing Yourself To Work" because to us, it seems impossible to imagine any workplace that is not influenced, one way or another, by personal characteristics and styles of communication. Those workplaces that don't address these issues–the wishes, hopes, and dreams of the people who work there–are kidding themselves if they think that these things won't surface, sometimes in ugly or unproductive ways.

One can only learn about and get along well with others if you are aware of what makes you tick, the formative life experiences which you bring to work, your communication style, your concept of relatedness and mutuality. This is specially true of staff and teachers who use themselvs as instruments and role models for kids.

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Special Needs...

(Continued from front page)

Parents were initially concerned about their children being isolated from the other children at the program. The room had a folding dividing door, but it was soon discovered "that the children were very nicely included and there was no need to divide the room," Downing said.

This first program has remained small and manageable. Staff receive ongoing training for working with special needs children. The adult-child ratio, Downing says, "depends on ths needs of the children."

One mother is thrilled because her son with Down Syndrome attends the same after-school program her other two children attend. She has to make only one stop.

Children currently being served in the program has a variety of needs. There are children with Down Syndrome, cerebral palsy, and who are autistic. Parents are given a form to complete about their child so that the staff know best how to accommodate them. Some of the questions asked on this form are "At what age level does the child function?" "Can the child communicate with others?" "Can child socialize with peers and others?" "Does the child adapt to routine easily?" The fee is affordable, $180 per month.

Downing said that any child attending inclusive special education classes, whether living within or out of the school district, is eligible to attend the YWCA program. A second program was started in September, 1999 in another school district with a 1:1 staff-child ratio.

Downing has seen how the YWCA has provided a much-needed service to families with special needs children.

"The parent of a child with Down Syndrome was very apprehensive because her son was very tired and restless at the end of the school day," Downing said. "We have a mattress in the room and each day he comes in, gets his favorite toys, takes his shoes off and settles in on the mattress...as contented as can be. Mom is thrilled because she has two other children in our after-school program, and has to make only one stop." -sb-

To have your program considered for a profile in this column, request a Program Profile questionnaire by calling 800-410-8780 or 615-279-0700. **Note:** *"Program Profile" and "Profile in a Box" alternate monthly and are designed to give readers a sense of the broad range of types, sizes, and focus of school-age programs. Program Profiles are not an endorsement of any particular program or programming practices. SAN has sole discretion to choose which programs are profiled each month and whether a long or short profile is used.*

Harry Potter and School-Agers

by Joyce Maneck, Assoc. Editor

Are your school-agers part of the Harry Potter craze? By the time you read this, the fourth book of the Harry Potter series will be out. *Harry Potter and The Goblet of Fire* follows *The Sorcerer's Stone*, *The Chamber of Secrets* and *The Prisoner of Azkaban* in capturing the imaginations and hearts of children and adults alike.

Because Harry attends the Hogwarts School of Witchcraft and Wizardry, there have been detractors who believe that the books promote devil worship, are anti-religious, etc. In reading the books, I found nothing to suggest this; the stories are classic fantasy with mythological overtones. The over-arching theme is good vs. evil, and the children in the books have to deal with issues of loneliness, rejection, loss, feeling out of place, peer pressure, forming relationships, solving problems, dealing with authority figures, making good decisions—all the same issues school-agers are faced with. What school-aged readers like, I'm guessing, is that the characters sometimes (but not always) get to solve their problems with magic!

My 11-year-old stepson read the first three books in three days. He willingly forfeited time on the computer (no easy feat!) to spend the time reading. He also recently reread the third book to get ready for the release of the fourth. I enjoyed the stories thoroughly. They have some great humor in them that adults can appreciate. In fact, I've talked to more adults than children who have read and loved the books; adults who don't have school-aged children in their lives!

Survey your kids to see if they're "into" Harry Potter. Check with parents to see if they have objections to the kids reading the books. Check out the books yourself to see whether they appeal to you. If the school-agers are reading the books, find out what it is that appeals to them so much. Give them an opportunity to read favorite passages aloud to the other kids. Add the books to your book corner. Encourage the kids to create Harry Potter-type stories, or have them guess what kinds of adventures the characters will encounter next.

Whether you agree with the content or not, you can't fault a story that grabs children's imaginations so thoroughly that it encourages them to read. -sb-

SAC CONFERENCES

OHIO Aug. 3-5, 2000
National Older Kids Conference, Cincinnati
Contact: Tracey Ballas, 614-224-0222, ext. 160 or Flo Reinmuth, ext. 162

WASHINGTON Sept. 22-23, 2000
11th Annual WASACA Conference, Port Ludlow
Contact: Sarah Mello Temple, 206-323-2306

ILLINOIS Oct. 7, 2000
IL Child care Conference, IL SACC Network Bloomington. **Contact:** Carlene Stambaugh, 800-649-1766

SOUTH DAKOTA Oct. 14, 2000
SoDakSACA Conference, Chamberlain
Contact: 605-886-6666 or 605-773-6432

CONNECTICUT Nov. 4, 2000 **New Listing**
CSACCA State Conference, Meriden
Contact: CSACCA, 860-529-7005, or email staff@csacca.org

N. CAROLINA Nov. 16-18, 2000
11th Annual NCSACC Conference, Raleigh
Contact: Margaret Curry, 828-439-8558

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

August 2000

RESOURCES

World Forum 2001

Last year in Honolulu and this year in Singapore, the magazine *Child Care Information Exchange* sponsored its **World Forum on Early Care and Education**. Next year it will be in Athens, Greece April 24-27, 2001.

For more information call 800-221-2864 or write Exchange Press, P.O. Box 3249, Redmond, WA 98073.

NBCDI 2000

The 30th annual conference of the National Black Child Development Institute will be held Oct. 10-13, 2000 in Washington D.C. The conference theme is "Our Children in A Global World: Making the Connections."

Advance registration deadline is September 7. For more information call 800-556-2234 or 202-387-1281 or visit the website at www.nbcdi.org.

Drama Resource

We've had many requests for more drama activities, so here's a website that may be an answer for a lot of you.

Actress Connor Snyder offers **Kids 4 Broadway**, a theater workshop for school-age kids. On the website you can order anywhere from one to 12 plays, in various packages, with complete staging instructions. Along with the plays you receive performing rights and an operations and procedures guide.

You have to order the plays, which may be expensive, but you have indefinite use of them over the years, so it could be seen as a long term investment. As well, the website offers activities and exercises for working with children in drama that anyone will find helpful.

Go to the website at:

www.pacific.net/~kidsplay

ACEI Resources

The Association for Childhood Education International (ACEI) offers a number of resources after-school directors and staff may find helpful.

One of their most recent publications is titled *The Early Childhood Inclusion Model: A Program for All Children*. This offers a specific model for setting up an early childhood education model that includes all children, with full description of the model and how to implement it.

Another title for those working with older kids is *Addressing Gender Differences in Young Adolescents*. This book, in addition to a review of current research on gender differences, looks at how gender differences impact learning, how gender differences need to be addressed and resources for addressing these differences.

Call ACEI at 800-423-3563 for more information or go to their website at www.acei.org.